DOCUMENT RESUME

ED 353 053 PS 020 885

AUTHOR Harriman, Marilyn Williams
TITLE 2 + 2 Tech Prep Early Childhood Professions User's Manual: A Guide to Articulating Secondary and Postsecondary Curriculum.
INSTITUTION Central Texas Coll., Killeen.
SPONS AGENCY Texas Higher Education Coordinating Board, Austin.
PUB DATE Jun 92
NOTE 151p.; For related documents, see ED 339 463 and PS 020 884.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Articulation (Education); Child Caregivers; *Competency Based Education; Course Descriptions; *Curriculum Design; *Curriculum Development; Curriculum Guides; Early Childhood Education; High Schools; *Postsecondary Education; Program Implementation; Two Year Colleges
IDENTIFIERS *2 Plus 2 Tech Prep Programs; Texas

ABSTRACT

This manual, which accompanies a curriculum guide, is designed for users of Texas' 2 + 2 Tech Prep program, which trains individuals who followed the general track degree program in high school to provide high-quality care and education to young children. The manual explains the relation of the technical preparation (Tech Prep) education model to the human services field, and provides administrators, counselors, and instructors with a plan for implementing a curriculum in early childhood professions. An introductory chapter issues a call for a restructuring of education systems and gives a brief history of the implementation of a Tech Prep program at Central Texas College in Killeen, Texas. The following chapters discuss and provide materials related to: (1) curriculum development; (2) course outlines; (3) program implementation; (4) articulation agreements; (5) program promotion; and (6) program evaluation. Each chapter provides an explanation of the topic under discussion and offers suggestions for applying the information presented to the development of a Tech Prep program. Lists of 23 references and 6 resource organizations are appended. (SM)

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2+2 Tech Prep Early Childhood Professions User's Manual

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A Guide To Articulating Secondary And Postsecondary Curriculum

Central Texas College

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2+2 Tech Prep
Early Childhood Professions
User's Manual

Prepared And Written By:

Marilyn Williams Harriman, M.Ed.
Project Director
Central Texas College
Killeen, Texas

This project was funded by the
Texas Higher Education Coordinating Board
through the Carl D. Perkins
Vocational Education Act
in cooperation with
Central Texas College

June 1992

Acknowledgements

The 2+2 Tech Prep Early Childhood Professions Postsecondary User's Manual was developed and written by the 2+2 Tech Prep Child Development Project Director through funding from the Carl D. Perkins Education Act, part IIB, in cooperation with The Division of Community Colleges, Higher Education Coordinating Board, Austin, Texas.

The persons listed below made special contributions to project products:

Higher Education Coordinating Board, Division of Community Colleges and Technical Institutes, Austin, Texas:

Carrie Nelson, Ph.D.
Program Director
Curriculum and Professional Development

Bob Day, Ph.D.
Program Director
Technical and Vocational Education

Texas Education Agency Vocational Home Economics Education staff in Austin:

Judith Hetherly
Program Director

Gay Nell McGinnis
Assistant Director

Members of the 1991-1992 Tech Prep Child Development Steering Committee reviewed postsecondary curriculum materials and provided helpful suggestions for the manual. Members of the committee include:

Gordon Bacon
Director
Child Development Center
Central Texas College
Killeen, Texas

Rebeca Barrera
Executive Director
Corporate Child Development Fund
Austin, Texas

Geraldine Carey
Chairperson
Child Development Department
McLennan Community College
Waco, Texas

Robert Day
Program Director
Texas Higher Education Coordinating Board
Austin, Texas
(Project Advisor)

Robert Dunlap
Dean of Instructional Programs
Central Texas College
Killeen, Texas

Gloria Durr
Chairman
Department of Home Economics
S.F. Austin State University
Nacogdoches, Texas

Judith Hetherly
Program Director
Vocational Home Economics Education
Texas Education Agency
Austin, Texas

Linda Holmstrom
Vocational Supervisor
Georgetown I.S.D.
Georgetown, Texas

Cecilia Kasparek
Counselor
Marble Falls High School
Marble Falls, Texas

Kathy Keller
2+2 Early Childhood Professions Teacher
Georgetown High School
Georgetown, Texas

Pat Kennedy
Chairperson
Child Development Department
Eastfield College
Mesquite, Texas

Betty Larson
Chairperson
Child Development Department
San Antonio College
San Antonio, Texas

Larry Loudamy
Counselor
Georgetown High School
Georgetown, Texas

Ruth Martin
Associate Dean
College of Home Economics
Texas Tech University
Lubbock, Texas

Catherine Mason
Chairman
Child Development Department
Central Texas College
Killeen, Texas

Mildred Perry
2+2 Early Childhood Professions Teacher
Marble Falls High School
Marble Falls, Texas

Marky Price
Director
Recruitment and Retention
Central Texas College
Killeen, Texas

Joanna Taylor
Licensing Specialist
Department of Human Services
Austin, Texas

Laverne Warner
Professor
Teacher Education Center
Sam Houston State University
Huntsville, Texas

A special thanks is given to:

Catherine Mason, Central Texas College Child Development Department Chairperson; and **Gordon Bacon,** Central Texas College Child Development Center Director, who provided invaluable expertise and technical support during the development of the curriculum and user's manual;

Kathy Keller, Georgetown High School 2+2 Tech Prep Early Childhood Professions instructor, and **Mildred (Mimi) Perry,** Marble Falls High School 2+2 Early Childhood Professions instructor, who enthusiastically piloted the first year of the program and gave insights for improving the program;

Sue Bredekamp and Barbara Willer, NAEYC, who, through their articles and models on early childhood professional development, supplied a conceptual framework for the ranked competencies.

Barry Russell, Central Texas Tech Prep Consortium Director, and **Jimmy Roberts,** Central Texas Tech Prep Consortium Curriculum Director, who provided assistance during the project year;

Herb Maglietta, Department Manager of Central Texas College Engineering/Drafting and Design, who shared his talent and technology to create the project logo for the cover and other products;

Carol Hamlin, Central Texas College Graphic Artist, who created the manual divider page artwork; and **Renee Crow,** Central Texas College Computer Graphics Designer, who created the title page artwork;

Mary Martin Patton, co-author of 2+2 Tech Prep Secondary Early Childhood Professions, Assistant Professor, Curriculum and Instruction, University of New Mexico, who gave support during Year 2 of the project.

Funding Information

Project Title:	2+2 Tech Prep Child Development Curriculum Project
Grant Number:	11110007
Act Under Which Funds Administered:	Carl D. Perkins Vocational And Applied Technology Education Act
Grantee:	Central Texas College Central Expressway 190 P.O. Box 1800 Killeen, Texas 76540-9990
Project Director:	Marilyn Williams Harriman
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This publication was prepared pursuant to a grant from the Texas Higher Education Coordinating Board, Austin, Texas. Grantees are encouraged to freely express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Texas Higher Education Coordinating Board position.

Preface

Why A Tech Prep Program In Early Childhood Professions?

*Existing child care services in the United states are inadequate to meet current and likely future needs of children, parents and society as a whole. For some families child care services are simply unavailable; for many others, care may be available, but it is unaffordable or fails to meet the basic standards of quality. The general accessibility of high quality, affordable child care has immediate and long term implications for the health and well-being of children, parents, and society as a whole. Developmentally appropriate care, provided in safe and healthy environments, enhances the well being of young children. It enables parents who need or want to work outside the home to do so, secure in the knowledge that their children are being well provided for. It can contribute to the economic status of families and enhance parents' own personal power and career development. And since today's children are tomorrow's adult citizens and workers, their proper care and nurturance will pay enormous dividends to society as a whole.... Caregivers in child care centers, family day care homes, and school-based programs should have specific training in child development theory and practice. In addition, research shows that more years of general education contribute to caregiver performance and children's developmental outcomes.**

National Research Council
Who Cares For America's Children?

Throughout the nation, the need for high quality care and education for children ages newborn through pre-adolescence has risen steadily since the 1970's to a point that the need has become pressing. A survey in 1989, for example, revealed that more than half of mothers with children under the age of five are in the workforce. This percentage is expected to climb to 80% by the year 2000.

The need for a coordinated, comprehensively structured education and training program for child care/education providers and teachers in regions throughout Texas is reflected in several documents: The State Board Of Education's list of priority (critically needed) occupations ranked *Preschool Teacher* third on its list in March 1992; the Governor's Head Start Collaboration Task Force has called for coordinated education and training of early childhood professionals, and newspaper accounts of accidents and/or child abuse to children which occur as a result of inadequate caregiver training illustrate a problem that needs a solution. As indicated in the National Research Council's child care study results, a structured education and training program for early childhood professionals has the potential of attaining far reaching positive effects on society as a whole. The 2+2 Tech Prep Early Childhood Professions Program was designed with that goal in mind.

The advantages of the training are four-fold:

- Children have better care and education.
- Working parents in the community are more productive in the workplace knowing that their children are receiving quality care and education.

**Excerpted with permission from *Who Cares For America's Children?* c. 1990 by the National Academy of Sciences. Published by National Academy Press, Washington, DC.

. Tech-Prep students are on a career ladder path that can take them in many directions with regard to working with young children.

. A better trained workforce in the child care and education field will enable the profession to gain recognition and status and, subsequently, improve the salaries of this underpaid group of dedicated professionals.

What Kind Of Salary Can Early Childhood Professions Graduates Expect?

A potential issue in getting 2+2 Tech Prep Early Childhood Professions off the ground is compensation. Like most individuals in the field of education, those who enter the early childhood profession have a deep commitment to children rather than a goal of seeking high pay. However, pay is a very real issue to those considering the profession. Those who care for America's future need to be compensated with pay that reflects their education, training, and true value. It's an understatement to say that care and education of young children in America has not been valued with adequate compensation. However, the situation is changing. As companies and institutions are becoming aware of the relationship between appropriately trained early childhood professionals and children's self-esteem and learning, salaries for qualified caregivers and preschool teachers are increasing.

For example, in June 1992 the U.S. Army, through its restructured caregiving personnel pay band scale, was paying high school graduates with child care training and six months of experience (equivalent to Early Childhood Professions I and II) $6.18 to 8.77 per hour to start (entry level). Requirements for positions of lead teacher or assistant program director, the next step on the pay ladder ($7.57 to $11.02 per hour), were one year of specialized training and a two year A.A.S. degree in child development. Compensation increased even more, $21,906 annually, for a specialist entering the field with a four year degree in early childhood education.

Since pay raises in this structure are dependent upon education, performance of developmentally appropriate practice and experience, Tech Prep Early Childhood Professions graduates should expect to progress up this kind of a pay ladder quickly. The quoted pay band structure was effective as of June 1992, and did not include a scheduled cost of living pay increase effective January 1993.

It's important to keep in mind that teachers and caregivers make up one of several critical strands in the early childhood professions career field. When implementing the program counselors and teachers need to emphasize the wide range of career opportunities available: pediatric nurse and doctor, child psychologist, and social worker are just a few. Salaries for these other positions in early childhood professions vary depending upon the location of the work place (by region in country, location within a given state). Salaries for child psychologists and pediatric doctors and nurses are projected to continue increasing in most areas of the country as the demand for these child-related services swells.

Who Are The Manual Users?

The 2+2 Tech Prep early Childhood Professions User's Manual was written for a diverse audience to meet a variety of needs:

. It explains why and how the field of human services fits into the Tech Prep Education model.

. It supplies administrators, counselors and instructors a plan for implementing the Early

Childhood Professions curriculum through the **Suggestions For Application** sections. It gives a history of how a Tech Prep program was put together. The history can be used as a model for developing a Tech Prep program in another Tech Prep occupational field or as a guide for adapting the curriculum to meet local needs. The curriculum can be divided into modules for use by trainers of child care providers and educators in a variety of settings: Divisions of continuing education, Headstart training workshops, Department of Human Services inservice courses are some examples.

The manual was written for use as a shelf reference, to be pulled out when a question arises and/or in planning to develop or implement a technical preparation program of instruction (Tech Prep) in any occupational field. Each section of the manual starts with a history or explanation of the topic under discussion (in bold). Following each explanation or at the end of a chapter, a section called Suggestions For Application is provided. The recommendations are based on the research and experiences of the project staff and Early Childhood Professions pilot teachers.

Because the handbook was written for a diverse audience, some readers may wish to go directly to the Suggestions section, while others will find the explanations and/or history helpful. Readers who are new to Tech Prep, who are adapting the curriculum for a specific adult education program, or who are developing a Tech Prep curriculum from the beginning, may find an entire reading of the manual beneficial.

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Introduction

A Call For Educational Restructuring

Nationwide, the need for an integrated secondary and postsecondary vocational-technical delivery system was identified in the 1970's, and caused various kinds of secondary-postsecondary articulation to occur into the 1980's. Depending upon the region and the technical-vocational field, some programs were more extensively articulated than others. At the same time, the National Commission On Excellence in Education published a report which stated, in part, "More and more young people emerge from high school neither ready for college not for work. This predicament becomes more acute as the knowledge base continues its rapid expansion, the number of traditional jobs shrinks, and new jobs demand greater sophistication" (Gardner et al. 1983).

Dr. Dale Parnell responded to the Commission's report in his 1985 book *The Neglected Majority* with a proposal for a restructured education system. He created history with two findings : 1. One in four American high school students do not graduate from high school and 2. Three-fourths of these drop-outs come from a general degree program of (unfocused) study. He advocated making school relevant for all students. He proposed the formal coordinating and articulating of academic and technical courses in a four year secondary and postsecondary program of study that requires advanced skills mastery:

*When all the rhetoric is blown away from the various reports on improving education, one would not be far off the mark to summarize the recommendations as calling for greater structure and more substance in high school. Unfocused learning simply will not produce excellence. Clear signals must be given high school faculty, students and their parents about the role of preparatory requirements for succeeding in a community, technical, or junior college. Open admissions and open doors cannot be interpreted to mean that preparation is unimportant. Much greater attention must be given to exit requirements of these colleges in communicating with high school students. Much greater attention must also be given to coherence in the curriculum, calling for closer program articulation between high schools and colleges... This book recommends a 2+2 Tech-Prep associate degree approach for at least some students.**

Four years later in 1989, President George Bush and the nation's governors, at the first "education summit," developed national goals to be achieved by the year 2000. The goals were detailed in *America 2000: An Education Strategy* which encouraged communities to come together to plan approaches for meeting America 2000 goals.

The goals include:

- All children will start school healthy, well-fed, and ready to learn.
- The high school graduation rate will increase to at least 90%.
- Students will demonstrate competency in English mathematics, science, history, and geography at various grade levels.
- Every adult will be literate and possess the knowledge and skills necessary to compete in the workforce.

Additional research studies, such as *America's Choice: High Skills or Low Wages,* from the National Center On Education and The Economy , and *Workplace Basics* by ASTD and U.S.

Reprinted with permission from *The Neglected Majority* by Dale Parnell, copyright 1985. The Community College Press.

Department of Labor, provided the needed evidence to convince the United States Congress that there was a problem in the current education system, and that a solution was needed. Congress took action on the goals that were germane to workplace readiness in the Carl D. Perkins Vocational And Applied Technical Education Act of 1990. The act mandated "planning and demonstration grants to consortia of local education agencies and postsecondary institutions for the development and operation of four year programs designed to provide a tech-prep education leading to a two year associate degree, and to provide, in a systematic manner, strong comprehensive links between secondary schools and postsecondary educational institutions."

The Congressional directive was based on a dozen key findings, including:

- In the last decade of the century, manufacturing employment will decline by an estimated 300,000 jobs. In contrast, service jobs are expected to increase by almost 17 million.
- Rapid technological advances and global economic competition demand increased levels of skilled technical education preparation and readiness on the part of youths entering the workforce.
- Effective strategies reaching beyond the boundaries of traditional schooling are necessary to provide early and sustained intervention by parents, teachers, and educational institutions in the lives of students.
- A combination of nontraditional school-to-work technical education programs, using state-of-the-art equipment and appropriate technologies, will reduce the dropout rate for high school students in the United States and will produce youths who are mature, responsible, and motivated to build good lives for themselves.
- The establishment of systematic technical education articulation agreements between secondary schools and postsecondary institutions is necessary for providing youths with skills in liberal and practical arts and in basic academics.
- More than 50 percent of jobs that are developing will require skills greater than those provided by existing education programs.
- Dropout rates in urban schools are 50 percent or higher, and 50 percent of all Hispanic youth drop out of high school.
- Employers in the United States pay an estimated $210,000,000 annually for formal and informal training, remediation, and lost productivity as a result of un-trained and unprepared youth joining, or attempting to join, the workforce of the United States.

In Texas the report from the National Commission On Excellence In Education hit home. Several education mandates ensued, including the historic No-Pass/No-Play rule. The need for additional restructuring of the education system became evident in the late 1980's when dropout rates continued to increase, and Scholastic Achievement Test (SAT) scores continued to fall. A 1990 report on SAT scores and education climate revealed that Texas ranked 46th among the 50 states and The District Of Columbia *(Austin-American Statesman, August 28, 1990).*

In 1987, two reports provided the basis for a statewide initiative on restructuring the educational delivery system. The Texas Higher Education Coordinating Board, The Texas Education Agency, and The Texas Department of Commerce formed a tri-agency partnership and developed *Career Opportunities In Texas: The Master Plan For Vocational And Technical Education.* The *Master Plan For Vocational Education* called for pilot projects to explore the feasibility of regional planning for vocational-technical education. *The Report Of The Select*

Committee For Higher Education stressed that vocational-technical education must be responsive to rapidly changing job markets, adaptable to new training technologies, and flexible to individual student needs. The committee concluded with a recommendation that partnerships with business be formed for effective local and regional planning. In 1988, The Governor's Task Force On Vocational Education formally called for an integrated vocational-technical educational delivery system. In addition, The Strategic Economic Policy Commission addressed the issue in a 1989 report to the 70th Legislature: Among the five strategic objectives listed was a call for a skilled competitive work force in Texas as the key to economic growth and diversification.

These proposals resulted in a mandate by the 71st Texas Legislature which amended The Texas Education Code, Chapter 21, 21.115, to ensure that:

- Priorities for vocational-technical education and training programs must be established for each region.
- There will be 24 Quality Workforce Planning Regions that have the same boundaries as the current state planning regions delineated by the governor.
- The membership of Quality Work Force Planning Committees must be established.
- Regional service delivery plans must be established.

A statewide Quality Workforce Planning Committee, made up of volunteers from business, industry, secondary and higher education, was established shortly thereafter. Regional Quality Workforce Planning committees have since played a key role in 2+2 and Tech Prep planning, coordinating the exchange of ideas and information for a trained workforce throughout the state of Texas. Their mission is three-fold:

1. To assess regional job opportunities and to establish a strategic planning process to match education and training programs to employment needs in the region.

2. To promote partnerships between employers and educators, which encourage the development of priority occupations and emerging businesses.

3. To identify special populations to make training and employment available that will lead to permanent jobs and productive careers.

The tri-agency, through *The Master Plan For Vocational Education,* invited secondary and postsecondary institutions to apply for demonstration grants which would develop structured, coordinated programs in a variety of occupations targeted by a Quality Workforce Planning Committee. Of those occupations most in demand, and needing technical training, the position of Preschool Teacher was listed as a critical priority. Mr. Robert Dunlap, Dean Of Instructional Programs at Central Texas College, identified the need for additionally trained child care/education professionals in the Central Texas region, and, in conjunction with Dr. Robert Leffel, Vocational Education Director at Killeen Independent School District, applied for a grant to develop a four year articulated program.

SUGGESTIONS FOR APPLICATION:

A reading of *The Neglected Majority* is highly recommended for anyone who is teaching/implementing or is interested in implementing a Tech-Prep program. The book is an excellent way of introducing school board members/trustees, administrative staff, teachers and counselors to Tech-Prep. *Tech Prep Associate Degree: A Win/Win Experience* by Dan Hull and

Dale Parnell, is recommended for all who are involved in implementation, including counselors and instructors. Several organizations have Tech-Prep materials. Two of them are:

Office of Vocational And Adult Education
U.S. Department Of Education, Washington, D.C.
(202) 732-2251

National Center For Research In Vocational Education
University of California at Berkeley
Berkeley, California
1-800-762-4093

Those who are using this text as a guide for implementing a Tech Prep program in Early Childhood Professions, or another technical field, should contact their regional Quality Workforce Planning Project Director, if that hasn't already been done. He/She can provide current information on local needs and employment projections in Early Childhood Professions and other Tech Prep occupations that are in demand. Quality Workforce Planning directors can also facilitate the collaboration of local education and industry needs. To obtain information on Quality Workforce Planning offices by region, contact:

Associate Program Director, Tech-Prep
Community and Technical Colleges
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711
(512) 483-6250
FAX: (512) 483-6444

For those who are members of STARLINK (a satellite-based teleconference training network) *Tech-Prep Update: Program Implementation Issues*, a video which addresses popular questions about Tech Prep, is available for a fee. For information, contact:

STARLINK
Dallas Community College District
9596 Walnut Street
Dallas, Texas 75243-2212

Businesses and institutions who have formed or are planning to form Tech-Prep partnerships will want to include and collaborate with their community chapter of **Workforce 2000. Texas 2000** was kicked off in March 1992 by Governor Ann Richards. In creating a state coordinating team to help meet the six National Education Goals developed by the nation's governors in 1989, Governor Richards said,

We're already on our way to reaching the national goals, but we still have a long way to go. What we have to focus on is the big change that's taking place in the nature of work, how jobs are done and how we're going to prepare our students to meet that challenge. We must continue our efforts to raise our educational standards and help our students achieve them so when we find ourselves in competition with other states and other countries for jobs, we can

convince businesses that our future workers have the necessary skills to get the job done.... I believe that the economic development of our state depends on the ability of our schools and colleges to prepare a skilled and educated workforce.

In a letter to Tech Prep conference participants in Austin, October 1991, The Governor gave her support of Tech Prep as a part of reaching the national goals,

We must restructure our system of education and training to meet this challenge. This development and implementation of Tech Prep Associate Degree Programs is an exciting and innovative component of a restructured system.

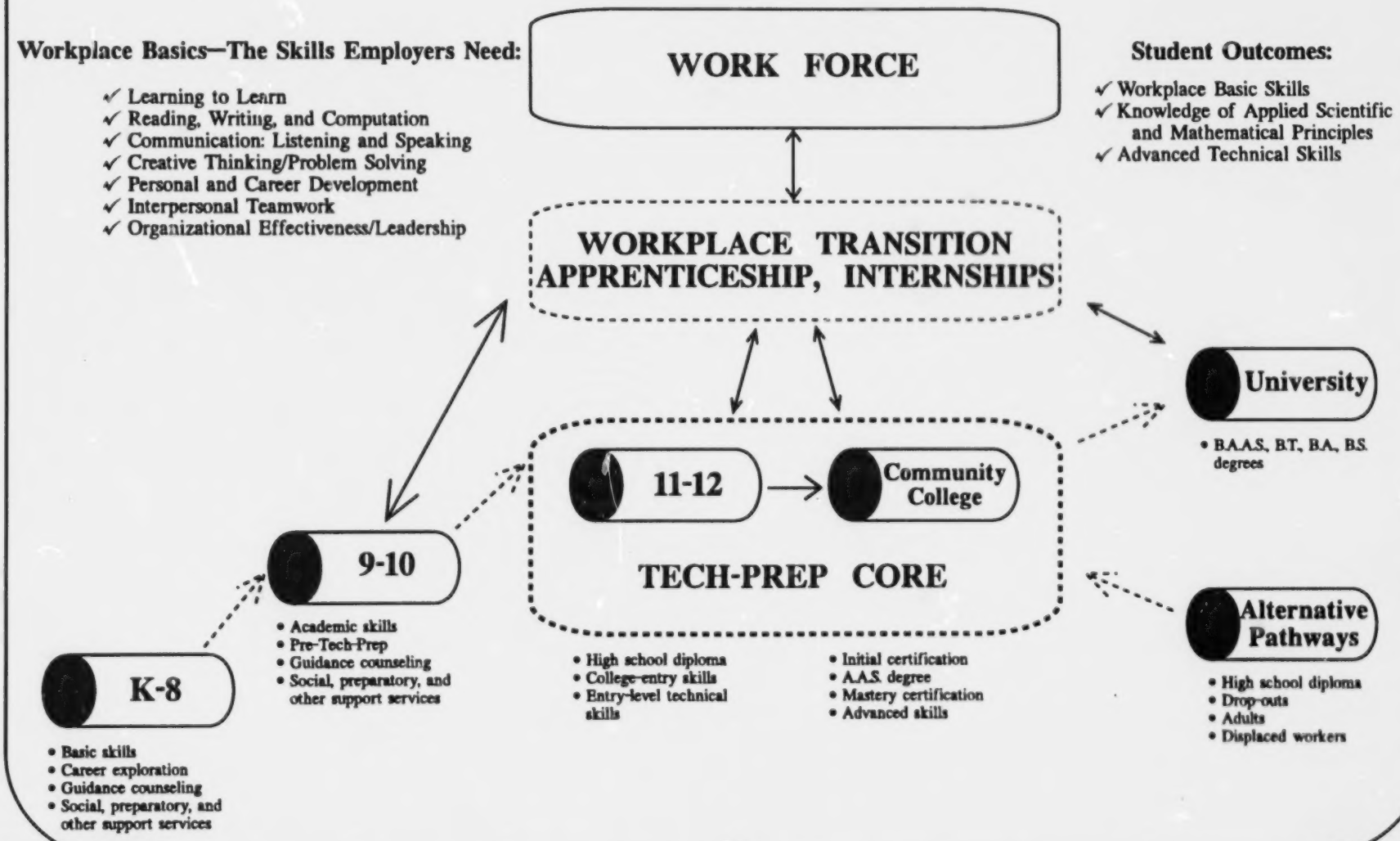
To learn more about **Texas 2000**, write to:

Texas 2000
P.O. Box 12428
Austin, Texas 78711

To receive the *America 2000* newsletter, call:

1-800-USA-LEARN

TECH-PREP ASSOCIATE DEGREE PROGRAMS: EDUCATIONAL AND CAREER PATHWAYS



2+2 Tech Prep Early Childhood Professions: A Brief History

The 2+2 Tech Prep Early Childhood Professions Program started as a 2+2 articulation project awarded in July 1990 to Central Texas College and Killeen Independent School District (2+2 Child Development Curriculum Project). It was one of 11 state model curriculum projects, funded for three years, for the development of a four year articulated program in a specific career field. The project was jointly funded by the Texas Education Agency And The Texas Higher Education Coordinating Board in response to a call for demonstration projects as listed in the *1990-1991 Vocational Education Improvement Projects*, part of the master plan for vocational education.

Needs Assessment:

Award of the grant was based upon a local and state assessment of needs in child care/education. Several compelling facts came out of the needs assessment:

- No true 2+2 child care/education program exists in the state.
- More than 50% of children under five have mothers in the workforce.
- There is a growing shortage of child care/education workers in the state with a turnover rate of 40%.
- The quality of care a child receives before the age of five can significantly influence later adjustment and achievement.
- One in five children in Texas lives in poverty.
- Economically disadvantaged children are at risk for health and school readiness problems.

The original goal of Central Texas College's 2+2 Child Development Curriculum Project was to create a four year secondary/postsecondary articulated state model curriculum program of study. Curriculum development commenced following the Texas Higher Education Coordinating Board's guidelines for a 2+2 program:

> ***2+2:***
> *2+2 programs are articulated, competency-based technical and vocational programs which link the last two years of secondary education with the first two years of postsecondary education to create a strong four year articulated curriculum which produces graduates with advanced skills. This type of articulation streamlines occupational program fundamentals in order to make room in the two-year postsecondary curriculum to teach more advanced skills.*

In September 1990, just one month after the project was underway, the Tech Prep Education Act was signed into law as Title III, Part E of the Carl D. Perkins Vocational And Applied Technology Act. By the end of the year the Texas tri-agency partnership held a bidder's conference for Tech-Prep consortium implementation grants. The tri-agency proposed that the

most effective way for Tech-Prep programs to be implemented statewide, would be for business and education partnerships, by region, to form consortia. The purpose of each consortia was conceived to provide marketing information; to support professional development of teachers, counselors, and administrators at secondary and postsecondary institutions; and to develop six year plans of study for identified Tech Prep occupational fields, as well as a plan for curriculum development and/or enhancement of needed Tech-Prep programs. The tri-agency developed a six year plan for the consortia.

Two independent school districts, Georgetown and Marble Falls, formed articulation agreement partnerships with Central Texas College, and applied to the Texas Education Agency/Higher Education Coordinating Board for approval to implement 2+2 Tech Prep Early Childhood Professions I, the first in a series of sequenced college credit courses, fall 1991.

These developments, consistent with federal requirements for Tech Prep programs as outlined in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, shaped the development of the 2+2 Child Development Curriculum Project into the published books: *2+2 Tech Prep Early Childhood Professions I & II Curriculum Guide* and *2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide.*

An important distinction between 2+2 programs and Tech-Prep programs is that 2+2 programs do not necessarily meet all of the requirements of a Tech Prep program. The tri-agency partnership has defined Tech Prep as :

> ***Tech Prep:***
> *A cooperatively developed, competency-based six-year program of study which begins in high school and which results in an associate of applied science degree and an advanced mastery certificate from a community college.*

Because of the timing in the development of the 2+2 Child Development Curriculum project, it is a developed curriculum that meets current 2+2 and Tech Prep requirements. However, rapid changes in society and the economy, as well as on-going education reform legislation and refinement of Tech Prep state and federal guidelines, will require adaptations to the 2+2 Tech Prep Early Childhood Professions Program. The developed curriculum is not meant to be stationary. It is intended as a paradigm that can be modified.

SUGGESTIONS FOR APPLICATION:

Effective March 1, 1992, public institutions in Texas that plan to implement any Tech-Prep program must obtain joint agency approval regardless of the source of funds used to support the program. In addition, each new Tech-Prep AAS degree program must be approved by the participating local school boards and by the community or technical college's governing board. Three main sources are available for those seeking implementation information on Tech-Prep:

Texas Education Agency
Tech Prep Program Staff
1701 N. Congress Avenue
Austin, Texas 78701-1494

Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Tech Prep A.A.S. Degree Program Staff
P.O. Box 12788
Austin, Texas 78711

Texas Department of Commerce
Workforce Development Division
P.O. Box 12728
Austin, Texas 78711

When planning to implement a Tech Prep program, a first necessary step is to meet with the participating school and form a partnership agreement. This step can be initiated by the high school or the junior college. After agreeing on specific Tech Prep programs to be implemented, the high school and junior college program administrators (vocational director, school principal or department chairperson, and the college vocational director, department chairperson or Dean need to contact the tri-agency for application information.

To apply for Tech Prep Early Childhood Professions I & II implementation, contact:

Vocational Home Economics Education
Program Director
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701
(512) 463-9454

For general information on the Early Childhood Professions program, contact:

Tech Prep Early Childhood Professions Project
Central Texas College
P.O. Box 1800
Killeen, Texas 76540-9990
(800) 792-3348

A necessary reference book is *Tech Prep High School and Associate Of Applied Science Degree Programs: Guidelines For Development and Implementation.* (Effective: March 1992). The manual describes application procedures and program requirements in detail, and is available through TEA or THECB. Supplements to the guidelines were anticipated when this manual went to press.

Curriculum Development

Developing The Curriculum

Engaging A Curriculum Development Staff

Project staff requirements were determined by the grant writers: the dean of instructional programs at Central Texas College, the Vocational Director at Killeen Independent School District, and by some of those who would implement the curriculum: the child development department chairperson and the on-campus child development center director.

For the first year of the project three individuals were employed full time to develop the curriculum and related materials: a project director, whose responsibility was to manage and coordinate the project; the administrative project director, whose responsibility was to assist in the research, editing, and writing of the curriculum; and the project secretary, whose duties included typing all project products and taking notes at meetings. The project director held a Ph.D. in Early Childhood Education and had 20 years of experience in education. The administrative director held an M.Ed. in Educational Leadership and Curriculum Development, and had 16 years of experience in education; and the project secretary had completed postsecondary degree work in office administration and had more than five years of experience as a secretary.

Central Texas College provided two assistant project directors from the Child Development Department: the Child Development Department Chairperson, and the Child Development Center Director. The project was aided by a doctoral candidate in curriculum development from Texas A&M University, and two Texas secondary child development instructors who were paid for two days of consulting work on the curriculum.

During the second year of the project, funding was provided for a full time project director and a half time secretary. Funding for third year staff, to develop advanced postsecondary courses and aid in statewide implementation, duplicated the project's second year.

Establishing An Advisory Committee

As directed in the operational format of the approved 2+2 Child Development Project grant application, a steering committee was established during the first month of program development. The steering committee was established to play a key role in the development of the 2+2 Tech Prep Early Childhood Professions Program. Committee responsibilities were identified to include:

- Validate the competencies that are required in a variety of settings serving young children.
- Review and approve the developed curriculum.
- Approve the format, structure, and content of introductory, intermediate, and advanced Tech Prep courses.
- Approve the criteria for determining mastery of each competency.
- Approve marketing materials and tools for promoting 2+2 Early Childhood professions.
- Evaluate project products and make recommendations for revisions to the curriculum.

Committee Composition

The make up of the committee was determined by consulting several sources: The Texas Education Agency Vocational Home Economics Department; Texas Higher Education Coordinating Board; Central Texas College Child Development Department staff; and Quality

Workforce Planning. Involving as many potential curriculum users and those to be affected by the program was considered of paramount importance. During the first year of program development the committee consisted of:

- private child care center directors (local).
- non-profit child care center directors (local).
- Texas Education Agency pre-kindergarten specialist.
- Texas Education Agency vocational home economics program director.
- secondary vocational home economics teachers (local and statewide).
- community college child development instructors.
- university home economics department chairperson.
- high school vocational supervisors.
- community college dean.
- Department of Human Services licensing specialist.
- JPTA representative.
- Texas Employment Commission representative.

High School and college counselors were added to the committee the second year of the project. It was determined that since counselors serve a primary role in students' career plans, they must fully understand Tech-Prep objectives and be committed to identifying and appropriately scheduling targeted students. Two additional university professors joined the committee. Although no formal process was underway in Texas for systematically articulating core child development courses at the junior college level with child development courses offered at the state universities, the possibility of 2+2+2 in the future was envisioned and opened for discussion.

Committee Tasks

Meetings were held three times during the first project year and twice during the second project year. During the second year two sub-committee meetings were held in addition to the two main meetings. At the first meeting of each project year members were oriented about their roles and responsibilities and given time to establish working relationships with each other. Conversation time and coffee, juice, and muffins were provided at the start of each meeting to establish a pleasant atmosphere. At each meeting the large committee was divided into smaller groups for sub-committee work. A bulk of each meeting time was spent on sub-committee tasks. Tasks included:

- reviewing, validating researched competencies.
- evaluating and revising content structure, sequence, and content.
- writing suggested learning activities to meet instructional objectives.
- airing training, compensation, and institution-to-institution turf issues.
- problem solving.

Committee members were requested to evaluate each meeting and make comments and recommendations for future meetings. (Pages 2-5 and 2-6))

SUGGESTIONS FOR APPLICATION:

CURRICULUM DEVELOPMENT STAFF: When developing and/or adapting a Tech-Prep curriculum, the planning/writing team should include a mix of:

- A manager or director who has demonstrated management and leadership skills in the educational community. Additionally, s/he should possess technical expertise and ample teaching and experience in the occupational field to be researched and developed.

- One or more persons with technical expertise in curriculum development.

- One or more persons with experience in articulating curricula between secondary and postsecondary institutions. (understands Texas essential elements and postsecondary degree plan and/or licensing requirements)

- Two or more persons currently employed in the business/industry being studied.

- One secondary and one postsecondary instructor in the field for which the curriculum is being developed.

- One (or more) principal writer(s) with an excellent command of the English language.

The primary and support staff selected for the 2+2 Tech Prep Early Childhood Professions project represented this kind of mix, and consequently, were complementary.

ADVISORY COMMITTEE: Effective March 1, 1992, each "Texas Tech-Prep program must establish a joint secondary/higher education program-specific advisory committee composed of members from the public and private representatives of the technical field and skills used in the occupations for which training is provided." (Texas Higher Education Coordinating Board, March 1992) THECB staff recommend that the committee meet at least twice during the fiscal year.

When composing an advisory committee to develop a new Tech Prep program or monitor an existing one, the central project staff or those implementing the curriculum should involve individuals who are interested in the technical training of individuals and/or advocate Tech-Prep, and should include (but not be limited to):

- individuals who are entry level workers on the occupational ladder.
- individuals who supervise entry level workers on the career ladder.
- individuals who are performing at highest level on career ladder.
- state licensing and/ or national accrediting agent.
- secondary school representatives from two schools:
  - instructor of secondary program
  - administrator of vocational education
  - career counselor
- postsecondary school representatives:
  - one instructor from postsecondary program
  - one administrator of postsecondary technical program
  - one career counselor

. One Texas Education Agency (secondary) and one Texas Higher Education Coordinating Board (postsecondary) representative familiar with the occupational field under study and/or expertise on current Tech Prep requirements and developments.

For those developing a curriculum, contracted project staff should develop a list of proposed Tech Prep advisory committee members and work as a team to prioritize a final list. The project director should then phone each proposed committee member and give a personalized invitation. The invitation should include a description of the committee's purpose, responsibilities and tasks, and the date, time, and place of the first committee meeting. This should be followed up with a written letter of the conversation to include an assigned task (if appropriate) for the first committee meeting. Depending upon the member's situation, a written letter of request may be necessary.

Based on its experience, the 2+2 Tech Prep Child Development Project Staff also recommends:

1. Committee members meet only when program developers/instructional staff have program issues and/or materials to be discussed, reviewed, approved or evaluated.
2. Committee members be given ample time to review materials to be discussed before the meeting occurs. Much wasted time occurs at meetings when members have to read documents before giving feedback.

1991-1992 Steering Committee
2+2 Tech Prep Child Development Project Evaluation

Directions: Please circle the answer which describes your response.

1. **Communication:** Good Needed More

   Comments: _____

   _____

   _____

2. **Committee meetings:**

   Quality of time spent- Productive Unproductive

   Comments: _____

   _____

   _____

   Number- Just right Too many Not enough

   Comments: _____

   _____

   _____

3. **Committee Tasks:**

   Kinds of Tasks- Appropriate Inappropriate

   Comments: _____

   _____

   _____

Number of Tasks- Just right Too many Not enough

Comments: _____

_____

_____

Other Comments: _____

_____

_____

_____

Thank you for all of your help this year!

Determining Skill Requirements

Several methods for analyzing and identifying career ladder job requirements were considered including the use of the DACUM (Developing A Curriculum) method. Project staff determined that the best method for their use would be to use a statewide validation process of previously classified tasks for child care/education professionals.

Competencies (Terminal Performance Indicators) and enabling objectives were generated from a variety of sources including published research, state education agencies, the U.S. Department of Labor, and national early childhood professional organizations. Competencies were divided into nine subject areas: safety, health, learning environments, applied child development principles, understanding growth and development, guiding social/emotional development, families, program management, and professionalism.

Three different survey instruments were developed with three of the nine competency areas included in each instrument. The three instruments were developed with the belief that asking participants to rank all nine areas would be too time consuming. Respondents were asked to rank the competencies as necessary for: **child care assistant** (entry level position), **preschool teacher** (primarily responsible for children), **administrator** (primarily responsible for supervision and management), or as not necessary for any level of the child care professional. Respondents were instructed to circle "all that apply," thus identifying competencies needed at more than one level of the profession. One of the three survey evaluations is shown on pages 2-9 to 2-16.

Surveys were mailed to 403 child care directors and high school and junior college child development teachers throughout the state of Texas. The design features of the survey, including the accompanying cover letter and follow up correspondence, were constructed using Don Dillman's *Mail And Telephone Surveys: The Total Design Method (1978).*

The questionnaire, follow-up postcard reminder, and telephone follow-up generated a total response rate of 52%. Competency information from each questionnaire was coded, entered, and analyzed by the SPSS/PC+ statistical program for the IBM PC, which summarized demographic data and ranked the competencies. Additional comments made by participants were summarized in two categories: Major Hiring/Retention Problems, and Child Care Needs.

Sequencing The Competencies

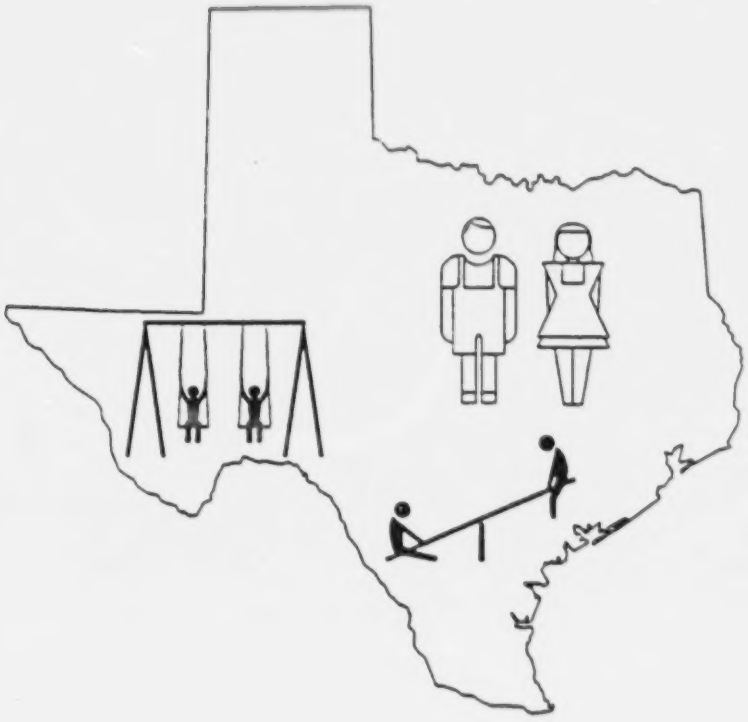
Competencies were ranked from entry to advanced levels. They were then broken into secondary and postsecondary levels. The secondary competencies were refined and sequenced into two introductory courses: Early Childhood Professions I (llth grade), and Early Childhood Professions II (12th grade).

Postsecondary competencies were refined and sequenced into functional areas. To establish statewide consensus on a core curriculum, a survey was developed and mailed to department chairpersons of all 37 Texas junior colleges which offer an Associate of Applied Science Degree in Child Development. The design features of the survey followed procedures established in the earlier survey. Participants were asked to respond to a proposed core of courses for a state model postsecondary curriculum and asked to list additional or other courses to be included in the recommended core. The mail-out and follow up postcard generated a 73% response rate.

Questionnaire information was coded, entered, compiled, and summarized using software that was custom designed using the Clipper V for the IBM PC. Seventy-three percent or more of the respondents said their child development departments required all but one of the proposed core curricula courses in their degree programs. Seventy-three percent of the respondents voiced

support for the proposed courses as a state model core curriculum. Additional suggested courses were reviewed by the 1991-1992 project steering committee.

Child Care Provider Competencies



Please rate each item by circling the number that corresponds to the job description if it is a skill needed to perform in that position. If you wish to add comments to qualify your answers, use margins or a separate sheet of paper. Space has been provided for any additional competencies you may wish to add.

Return to:

2•2 Child Development Project
Central Texas College
P.O. Box 1800
Killeen, Texas 76540

CHILD CARE PROVIDER COMPETENCIES

Your title: _____

Years of experience working with young children (ages 0 to 8): _____

Check highest level of formal education completed: Major:

___ Some high school ___ Associate Degree _____

___ High School graduate ___ Bachelor's Degree _____

___ GED ___ Master's Degree _____

___ Some College ___ Doctorate _____

FOR CHILD CARE CENTER/PRE-SCHOOL DIRECTORS ONLY:

How many child care providers do you employ? _____

How many job categories for child care providers do you have and what are the education and experience requirements for each?

Job Title	Education	Experience	Additional Requirements

How many child care providers do you anticipate hiring during the coming year? _____
Over the next five years? _____

What do you consider to be the major problem in hiring and keeping child care providers in your organization?

CHILD CARE PROVIDER COMPETENCIES

The purpose of this questionnaire is to determine the competencies needed for each career level in the child care profession. Please rate each competency in relation to the essential skills needed for the position of:

1. **Child Care Assistant** - Each level person(s) in your organization who assists in the care and education of a group of children.

2. **Preschool Teacher** - Person(s) in your organization who is primarily responsible for the care and education of a group of children.

3. **Administrator** - Person(s) in your organization whose primary responsibility is administration and/or supervision of other center staff.

4. **N/N - not necessary** - This competency is not necessary for any level of child care professional.

Child Care Assistant	Preschool Teacher	Administrator	Not Necessary
1	2	3	N/N

FUNCTIONAL AREA: SAFETY **(Circle all that apply)**

1.	Explains safety procedures and guidelines for child care center environments, both indoors and outdoors.	1 2 3 N/N
2.	Observes center facility, indoors and outdoors, and applies principles for maintaining a safe and healthy environment.	1 2 3 N/N
3.	Maintains an easily accessible list of current emergency phone numbers for contacting parents and emergency services.	1 2 3 N/N
4.	Plans and practices fire and other emergency drills.	1 2 3 N/N
5.	Recognizes potentially dangerous environmental situations and corrects them.	1 2 3 N/N
6.	Supervises all children's activities both indoors and outdoors.	1 2 3 N/N
7.	Using safety guidelines, plans age appropriate field trips.	1 2 3 N/N
8.	Uses safe auto and bus travel procedures.	1 2 3 N/N

Child Care Assistant	Preschool Teacher	Administrator	Not Necessary
1	2	3	N/N

FUNCTIONAL AREA: SAFETY (Continued) (Circle all that apply)

9.	Points out essential safety rules to children so they understand the limits of their play.	1 2 3 N/N
10.	Maintains first aid supplies, and knows basic first aid procedures for young children.	1 2 3 N/N
11.	Holds a Red Cross First Aid certificate.	1 2 3 N/N
12.	Holds a current CPR certificate.	1 2 3 N/N
13.	Models safety rules and safety precautions to children including emergency exiting.	1 2 3 N/N
14.	Explains major responsibilities of teacher in area of safety.	1 2 3 N/N
15.	Explains the Department of Human Resources Minimum Standards for Day Care Centers' regulations on fire, sanitation, and safety.	1 2 3 N/N
16.	Observes children and identifies signs of child abuse.	1 2 3 N/N
17.	Outlines center procedures for responding to suspected child abuse.	1 2 3 N/N
18.	Follows center procedures for reporting suspected child abuse.	1 2 3 N/N
19.	Evaluates and selects age appropriate, safe snacks and meals, e.g., foods that don't cause choking.	1 2 3 N/N
20.	Monitors safety of physical plant and equipment according to current guidelines.	1 2 3 N/N

Additional Competencies:

1.		1 2 3 N/N
2.		1 2 3 N/N
3.		1 2 3 N/N

	Child Care Assistant	Preschool Teacher	Administrator	Not Necessary
	1	2	3	N/N

FUNCTIONAL AREA: SAFETY (Continued) **(Circle all that apply)**

4.		1 2 3 N/N
5.		1 2 3 N/N

FUNCTIONAL AREA: HEALTH

1.	Explains good nutritional practices for children from birth through age 12.	1 2 3 N/N
2.	Evaluates the nutritional value of snacks and/or meals.	1 2 3 N/N
3.	Plans a menu, prepares food, and serves a given number of children using state nutrition standards.	1 2 3 N/N
4.	Demonstrates ability to bathe, feed, clothe and diaper an infant.	1 2 3 N/N
5.	Conducts activities in positive, relaxed atmosphere to reduce tension and stress.	1 2 3 N/N
6.	Demonstrates ways to assist children with clothing.	1 2 3 N/N
7.	Analyzes weather conditions and makes appropriate outdoor play decisions for children.	1 2 3 N/N
8.	Explains the Department of Human Resource's minimum standards on procedures for illness or injury, medications, emergency phone number procedures, food services, sanitation, nutrition, health requirements for children.	1 2 3 N/N
9.	Demonstrates ability to consistently follow the minimum standards for maintaining child care center health and safety standards, e.g., hand washing.	1 2 3 N/N
10.	Demonstrates ability in housekeeping and maintenance tasks which provide for a healthy and safe learning environment, e.g., sanitation of toys.	1 2 3 N/N

Child Care Assistant	Preschool Teacher	Administrator	Not Necessary
1	2	3	N/N

FUNCTIONAL AREA: HEALTH (Continued) **(Circle all that apply)**

11.	Plans health care and educational activities that integrate health and nutrition information from the children's cultures with medically accepted health and nutrition practices.	1 2 3 N/N
12.	Models techniques and supports children in developing self-help skills in eating, toileting, washing hands, toothbrushing and dressing.	1 2 3 N/N
13.	Recognizes signs of illness in children and follows through with appropriate action, e.g., refers parent to doctor.	1 2 3 N/N
14.	Summarizes the need for proper climate control and lighting.	1 2 3 N/N
15.	Identifies and monitors appropriate temperature settings and lighting to insure proper climate control.	1 2 3 N/N

Additional Competencies:

1.		1 2 3 N/N
2.		1 2 3 N/N
3.		1 2 3 N/N
4.		1 2 3 N/N
5.		1 2 3 N/N

FUNCTIONAL AREA: LEARNING ENVIRONMENT

1.	Observes and evaluates any given child care center facility and makes recommendations for improvement.	1 2 3 N/N
2.	Explains Dept. of Human Resource's Minimum Standards for Child Care Centers in areas of furnishings and equipment, learning activities, and child/staff ratios.	1 2 3 N/N
3.	Explains how child/staff ratios affect individual learners.	1 2 3 N/N

	Child Care Assistant	Preschool Teacher	Administrator	Not Necessary
	1	2	3	N/N

FUNCTIONAL AREA: LEARNING ENVIRONMENT (Continued) (Circle all that apply)

4.	Explains equipment and supplies needed for indoor and outdoor environment.	1 2 3 N/N
5.	Arranges appropriate, facilitative playroom and playground environments.	1 2 3 N/N
6.	Observes playroom and playground interactions; adapts arrangements and activities to facilitate play and reduce conflict when needed.	1 2 3 N/N
7.	Adapts facility and playground to meet the needs of special needs children.	1 2 3 N/N
8.	Designs indoor and outdoor play environments for children of specific age groups utilizing safety guidelines.	1 2 3 N/N
9.	Provides easily accessible learning materials that are developmentally appropriate.	1 2 3 N/N
10.	Explains the differences in teacher-directed and self-directed activities.	1 2 3 N/N
11.	Explains the emotional and intellectual benefits of using self-directed activities and interest/learning centers in child care centers.	1 2 3 N/N
12.	Explains the importance of balancing active and quiet, unstructured and structured, individual and group, indoor and outdoor activities.	1 2 3 N/N
13.	Describes the components of a stimulating environment for specific age groups.	1 2 3 N/N
14.	Explains the importance of routines.	1 2 3 N/N
15.	Prepares a daily schedule.	1 2 3 N/N
16.	Prepares a weekly lesson plan.	1 2 3 N/N
17.	Considers individual differences and needs in regards to nap/rest time.	1 2 3 N/N

Child Care Assistant	Preschool Teacher	Administrator	Not Necessary
1	2	3	N/N

FUNCTIONAL AREA: LEARNING ENVIRONMENT (Continued)(Circle all that apply)

Additional Competencies:

1. 1 2 3 N/N
2. 1 2 3 N/N
3. 1 2 3 N/N
4. 1 2 3 N/N
5. 1 2 3 N/N

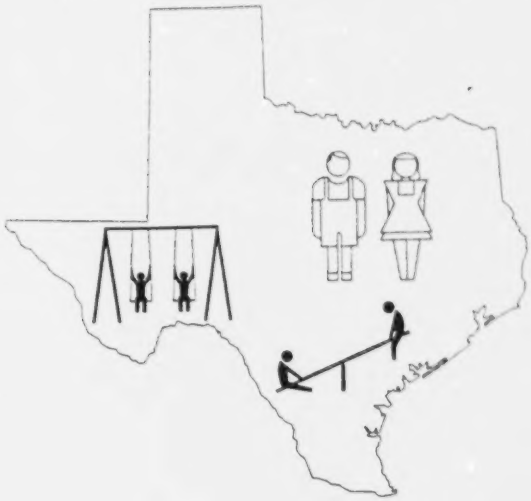
Any comments you wish to make regarding child care will be appreciated:

THANK YOU FOR YOUR CONTRIBUTION TO THIS EFFORT. IF YOU WOULD LIKE A SUMMARY OF RESULTS, PLEASE CHECK THE BOX BELOW AND PRINT YOUR NAME AND ADDRESS ON THE BACK OF THE RETURN ENVELOPE.

____ Copy of results requested.

Texas Community College
Articulation Agreement/Core Curriculum
Survey Results

2 + 2 Child Development Project
Central Texas College



November 1991

Texas Community College
Articulation Agreement/Core Curriculum
Survey Results
2 + 2 Child Development Project

Purpose of Study

The survey had two purposes: to determine to what extent Texas community college child development departments are articulating coursework with high schools and senior colleges, and to gather opinions on a postsecondary core curriculum in child development. A questionnaire was sent to 37 child development junior college chairpersons throughout the state of Texas.

Selection of Survey Participants

The participants for this study were selected using non-random sampling procedures. All Texas junior colleges which offer an A.A.S. degree in child development were included.

Instrument Design

The design features of the questionnaire, accompanying cover letter and follow-up correspondence were constructed utilizing Dillman's *Mail And Telephone Surveys: The Total Design Method* (1978).

Questions included in the survey instrument were proposed at the Spring 1991 Texas Community College Child Development Educators' Association conference. The survey instrument was submitted to subcommittee members of the 2+2 Child Development Project steering committee. Their suggestions were used to adapt and refine the questionnaire.

Participants were asked with how many high schools their departments had articulation agreements and which courses were articulated, and to state with which senior colleges their departments had articulation agreements and which courses were articulated.

Respondents were then asked about core curriculum and were directed to respond to seven course descriptions indicating if each course were a required, elective, or other kind of course offering. Participants were asked to respond *yes* or *no* to a proposed slate of core curriculum classes which corresponded to the seven preceding courses and course descriptions. Respondents were asked to list a suggested core curriculum if they did not agree with the proposed core. Additional information (job title, number of students currently enrolled in the department) was requested, and participants were encouraged to provide additional comments on the last page.

Collection of Data

The questionnaire, cover letter, and a stamped, self-addressed envelope were mailed on September 23, 1991. Each cover letter was addressed to the participant and individually signed by the researcher. A follow-up postcard was mailed October 1 to all participants in the sample, thanking those who had already returned the questionnaire and reminding those who had not to do so. The mail-out and follow-up postcard generated a response rate of 73% (26 questionnaires returned).

Summary of Results

Data Analysis

The questionnaire information was coded, entered, compiled, and summarized using software that was custom designed using the Clipper V for the IBM PC. The program was written and executed by Paul Chen, Programmer Analyst, Central Texas College.

Demographic Information

Twenty two child development department coordinators, chairpersons or managers, two instructors, and two unidentified persons responded to the questionnaire. The 26 respondents represented 26 community college child development departments with total department enrollments of 3596.

Articulation Agreements

High School

Less than half of the respondents have any articulation agreements with high schools. Of the 12 respondents who do articulate with high schools, *Introduction To Child Development* was cited as the course most frequently articulated (eight colleges) with *Child Growth, and Development* the next most common course to be articulated (six colleges). Five colleges have multiple course articulation agreements with high schools. The 12 junior college respondents articulate with a total of 53 high schools in the state.

Senior Colleges

Respondents listed a total of 14 senior colleges who articulate child development courses. Articulated courses and the manner in which courses are accepted vary widely from college to college, with no one course being a commonly articulated course throughout the state from junior college to senior college. Respondents included the following colleges as those who accept credits on an inverted degree plan basis:

Corpus Christi State University
Texas Women's College
Tarleton State University
University of Houston- Clear Lake
University of North Texas
Wayland Baptist College
West Texas State University

Other articulation agreements were listed including the acceptance of one course for an equivalent course on a course by course basis, and acceptance of up to 18 hours of child development course hours on an elective credit basis. Institutions who accept one of these kinds of agreements include:

University of Texas- Permian Basin	6 Elect.
University of North Texas	En Bloc
Stephen F. Austin	Unspecified
Lamar University	Unspecified
Southwest Texas State University	6-7 child development courses
Incarnate Word College	Course by Course agreements

University of Texas El Paso has recently articulated an agreement with El Paso Community College to accept 66 hours (AAS in Child Development) towards a Bachelor of Child Development degree (Agency emphasis- not for teacher certification) which is pending state approval.

Core Curriculum

Seventy three percent or more of the community college respondents said their child development departments require all but one of the proposed core curricula courses in their degree programs:

- Introduction To Early Childhood Education: An overview or introductory course in early childhood education.
  Required 88.46% Elective 3.85% No 7.69% Others 0.00%

- Curriculum Resources: A course which provides instruction and hands-on experience in selecting, preparing, and presenting learning activities for children.
  Required 96.15% Elective 3.85% No 0.00% Others 0.00%

- A course in health, nutrition and safety.
  Required 84.62% Elective 3.84% No 11.54% Others 0.00%

- Child Growth And Development, 0-2: a course in the growth and development of children ages 0-2.
  Required 73.08% Elective 15.38% No 7.69% Others 3.85%

- Curriculum Development, 0-2: A course in curriculum development and its preparation for use with children 0-2.
  Required 42.31% Elective 19.23% No 26.92% Others 11.54%

- Child Growth and Development, 3-5: A course in the growth and development of children 3-5.
  Required 73.08% Elective 0.00% No 23.08% Others 3.84%

- Curriculum Development, 3-5: A course in curriculum development and its preparation for use with children 3-5.
  Required 73.08% Elective 3.85% No 19.23% Others 3.84%

Seventy three percent of the respondents support these courses as a recommended state model core curriculum. When asked to respond to the courses as a core curriculum, 19 participants answered yes, four answered no, one answered both blocks and suggested two changes, and two did not answer the question.

Other Suggested Core Curriculum Courses

A variety of other or additional courses for the core curriculum were suggested, with Guidance And Group Management the most frequently cited. Other suggested core courses were:

.Curriculum Development for the 5-8 year-old
.Creative Activities/Creativity For the Developing Child
.The Exceptional Child
.Discipline and Classroom Management
.Administration of Programs
.Personnel and Finance/Business in C.D.
.Families and Family structures
.Child Abuse and Neglect

Application Of Results

The 2+2 Child Development Steering Committee met on October 18, 1991 to discuss preliminary survey results (23 returned surveys); to review articulation agreements and core curriculum data, to study a proposed core curriculum, and to recommend a postsecondary state model core of courses. After reviewing career ladder objectives and ranked competencies identified by early childhood professionals in the 1990 **Care Provider Competencies Survey**, and after examining the survey results and considering other courses suggested by respondents, committee members recommended the following courses for a postsecondary model curriculum:

*Introduction to Early Childhood Education
*Introduction to Center Operations of programs
*Curriculum Resources For Programs With Children
Nutrition, Health, and Safety
Growth and Development, Prenatal through 8 Years
Curriculum Development, Prenatal through 2 Years
Curriculum Development, 3 through 8 Years
Guidance and Group Management
The Special Needs Child
Families and Community in A Multicultural World

*These courses directly articulate with the two year secondary program 2+2 Early Childhood Professions I and II.

Postsecondary ranked competencies from the 1990 survey will be placed in appropriate core curriculum courses to meet career ladder objectives identified by early childhood professionals in the 1990 survey. The core curriculum, as well as specialty courses, will constitute the **Postsecondary 2+2 Early Childhood Professions Guidebook** for use in conjunction with the secondary level of course work, **Early Childhood Professions I and II**. 2+2 Early Childhood Professions students will earn an Advanced A.A.S. degree after completing the secondary portion of the 2+2 program plus four semesters of college course work which include advanced courses in a specialized area of child development.

The 2+2 Child Development Project is committed to utilizing information gained by this survey and last year's survey to produce and implement a competency based curriculum that will train high school and college students to work effectively with young children. A second goal of the project is to increase articulation between high schools and junior colleges and between junior colleges and senior colleges to create a six year program that contains continuity, eliminates course duplication, increases the skill level of early childhood professionals, and motivates early childhood professionals to increase their understanding of children and children's issues through higher education.

If you are interested in learning more about the 2+2 Early Childhood Professions Curriculum, would like information about the two Texas high school pilot programs in Early Childhood Professions, or would like implementation information, please contact the project office:

Marilyn Harriman
Director
2+2 Child Development Project
Central Texas College
P.O. Box 1800
Killeen, Texas 76540-9990
1-800-792-3348 ext. 1690

Thank you for your help!

After reviewing career ladder objectives and the ranked competencies identified in the 1990 **Care Provider Competencies Survey,** and after examining the **Child Development Core Curriculum** survey results, steering committee members recommended a slate of core courses for the state model curriculum. From steering committee recommendations, the postsecondary competencies were grouped into eight intermediate courses and three advanced courses in administration: Safety, Health and Nutrition, Growth And Development; Conception Through Pre-Adolescence; Guidance Techniques and group Management; Learning Environments, Activities and Materials For Children Newborn Through Age Two; Learning Environments, Activities and Materials For Children Ages Three Through Five; Learning Environments, Activities and Materials For Children Ages Six Through Pre-Adolescence; The Child And Family, Community And Staff Relationships In A Multicultural World; and The Child With Special Needs; and Administration Of The Child Care/Education Program; Management Techniques For Directors; and Learning Environments, Activities and Materials For Mixed Age Groups.

Course descriptions for each course were developed after approval of the last reading of course competencies for sequencing and enabling objectives. A change in college course credit hours was made following recommendations by junior college instructors on the 1990-1991 and 1992-1993 steering committee. Early Childhood Professions I, which articulated with Introduction To Early Childhood Education was changed to a five hour college credit course instead of six credit hours. The change becomes effective for schools implementing the curriculum Fall semester 1992 and thereafter. (Course descriptions are shown on pages 2-18 to 2-23.)

Course Description*

Course Title: Early Childhood Professions I

Credits: 2.00 (high school)

Prerequisite: None

Recommended Prerequisite Courses: Comprehensive Home Economics; Food, Science, and Nutrition; Parenting and Child Development.

Course Description: This is the first year of the 2+2 Early Childhood Professions Program. This one year course will provide an introduction to theories and practices in early childhood care and education and opportunities to observe children in a variety of settings.

Students will spend six hours a week in the classroom and four hours a week in the field. Field experience will consist of six week rotations to include pre-kindergarten and kindergarten classes in elementary schools, licensed child care facilities, and child development centers at the high school or community college campus. Field experiences require students to travel independently to their assignments. Students who master Early Childhood Professions I competencies at a satisfactory or higher level will earn five college credit hours, applicable upon completion of a semester of work in a 2+2 Tech Prep Child Development Program at a Texas community college.

Course Objective: At the completion of this course, the student will demonstrate mastery at a beginning level of the competencies in the functional areas of professionalism; child growth, development, and learning; guidance and group management; curriculum development, content and implementation; family and community relations; safety, health, and nutrition; and program management.

*Revised 9/91

Course Description*

Course Title: Early Childhood Professions II

Credit: 2.00 (high school)

Prerequisite: Successful completion of Early Childhood Professions I.

Course Description: This is the second year of the 2+2 Early Childhood Professions Program. Students must demonstrate mastery of competencies taught in grade 11 before enrolling in this course. This one year course combines advanced academic instruction and field experiences in child development theories, learning activities, program management, curriculum planning, teaching, and leadership.

Students will spend four hours a week in the classroom and six hours a week in a supervised field experience applying the knowledge they have learned in class. Field experiences require students to travel independently to their assignments.

Upon completion of this course, students may exit from the program and pursue a job as an assistant teacher in a child care/education facility. Students who have mastered Early Childhood Professions I and II competencies at a satisfactory or higher level will earn a total of eleven college credit hours, applicable upon completion of a semester of work in a 2+2 Tech Prep Child Development Program at a Texas community college.

Course Objective: Upon completion of the course, the student will be able to apply basic concepts of child guidance and development theories; instructional theories and program and curriculum management principles as demonstrated by mastery of competencies in the functional areas of health, safety and nutrition; human growth, development and learning; curriculum development; guidance and group management; family and community relations; program management, and professionalism.

* Revised 9/91

TECH PREP EARLY CHILDHOOD PROFESSIONS
CORE COURSE DESCRIPTIONS

Introduction to Early Childhood Education: This is a five hour credit course which articulates with Early Childhood Professions I. The first in a series of core courses, this course provides an introduction to theories and practices in early childhood care and education, and opportunities to observe children in a variety of settings. At the completion of this course, the student will demonstrate mastery at a beginning level in the competencies of the functional areas of: professionalism; child growth, development and learning; guidance and group management; curriculum development, content and implementation; family and community relations; safety, health, and nutrition; and program management. (5 3 lec/6 lab)

Curriculum Resources: This is a three hour credit course, which, taken concurrently with Introduction to Center Operations, articulates with Early Childhood Professions II. The second in a series of core courses, this course provides hands-on experience in selecting, preparing, and presenting discovery learning activities. The focus is on inexpensive teacher made materials. Includes planning and implementing developmentally appropriate learning activities in art, literature, music, movement, dramatic play, science, math, and manipulatives. Developing a curriculum which adapts to the needs of children with special needs, and includes a multicultural approach, is embraced. (3 2 lec/2 lab)

Introduction to Center Operations: This is a three hour credit course, which, when taken concurrently with Curriculum Resources, articulates with Early Childhood Professions II. The third in a series of core courses, this course emphasizes roles and relationships of early childhood professionals in center based settings; licensing regulations; legislation and advocacy; career development and goal setting; family/care provider relationships; and management issues and policies. (3 2 lec/2 lab)

Safety, Health, and Nutrition: This is a three hour credit course which focuses on information, issues, procedures, and experiences related to the safety and health of a child in a care and education setting. Staff teamwork, ethical problem solving, and interpersonal relationship skills are incorporated in course objectives. (3 2 lec/2 lab)

Growth and Development: Conception Through Pre-Adolescence: This is a three hour lecture course which includes the examination of emotional, social, physical, and intellectual development of the child to puberty. Considers genetic and prenatal influences on the child; includes study of individual differences in ages and stages of development. (3)

Learning Environments, Activities, and Materials for Children Ages Newborn Through Age Two: This is a four hour credit course which focuses on developmentally appropriate activities, guidance, and the environment for infant-toddler care. Provides for opportunities to maximize long-range development that occurs within the first three years of life, and includes writing daily and weekly activities and objectives. Staff team building and ethical problem solving are embedded in course objectives. (4 3 lec/2 lab)

Learning Environments, Activities, and Materials for Children Ages Three Through Five: This is a four hour credit course which centers on developmentally appropriate practice during the play years. It includes developing and designing interest centers and environments for discovery learning; scheduling and planning age appropriate activities; and writing daily and weekly activities and objectives. Staff team building and ethical problem solving are embedded in course objectives. (4 3 lec/2 lab)

Learning Environments, Activities, and Materials for Children Ages Six Through Pre-Adolescence: This is a four hour credit course which focuses on the developmentally appropriate needs and characteristics of school-age children. It includes curriculum strategies for a population that experiences great changes in physical, mental, and social development; environmental planning; age appropriate materials and activities; guiding children in self management; and conflict resolution. Staff teamwork, ethical problem solving, and interpersonal relationship skills are incorporated in the course objectives. (4 3 lec/2 lab)

Guidance Techniques and Group Management: This three hour credit course provides an examination of theoretical approaches to guidance; appropriate application; planning strategies; advanced observation techniques; site-based experiences; ethical problem solving; and teamwork skills in group management. Direct and indirect methods of guiding the individual child or group of children toward positive self esteem and self control are emphasized. (3 2 lec/2 lab)

The Child and Family, Community, and Staff Relationships in a Multicultural World: This course explores the factors that influence a child's development--culture, family, neighborhood, child care staff, and community. Includes professional development experiences in self understanding and leadership. Emphasizes strategies for utilizing parents and the community resources; parent education guidelines; ethical problem solving; and activities for building staff relationships and developing cross-cultural awareness and sensitivity. (3 2 lec/2 lab)

The Child With Special Needs: This is a three hour course which provides an overview of disabling conditions in children; emphasizes mainstreaming strategies; and includes curriculum planning, observation, and hands-on experiences with children in center settings. Problem solving activities and teamwork skills are embedded in course objectives. (3 2 lec/2 lab)

2+2 Tech Prep Early Childhood Professions
Postsecondary Advanced Specialty Career Areas

Administration

The 2+2 Tech Prep Early Childhood Professions student who is seeking skills in administration and/or management of a home-based or center-based program should complete the following courses during the fourth semester at a Texas junior college:

Course Title: * Administration Of The Child Care/Education Program

Credits: 3 (2 lec/2 lab)

Course Description: This is the first of two courses in child care administration. It covers the practical aspects of managing a child care center, with emphasis on legal issues and applications; fiscal management; personnel planning, hiring, and staff development; physical plant responsibilities; program and enrollment policies; duties to parents; and program implementation.

Students spend two hours a week in the classroom and two hours a week in laboratory or field experiences at child development centers.

Course Title: * Management Techniques for Directors

Credits: 3 (2 lec/2 lab)

Course Description: This is the second of two courses in child care administration. It covers the theoretical aspects of managing a child development center. The main emphasis is placed on leadership styles, formulating and implementing staff development and program goals, problem solving, delegation and decentralization, increasing staff morale, preventing burnout, and theories of managing a child care center.

Students spend two hours a week in the classroom and two hours a week in laboratory or field experiences at child development centers.

* Required/** Recommended option

Course Title: * Learning Environments, Activities, and Materials for Mixed Age Groups

Credits: 4 (3 lec/2 lab)

Course Description: This course addresses the unique curriculum planning needed in group home-based care and centers serving less than 10 children, includes strategies for developmentally appropriate programs for mixed age groups, planning the environment, and ways to use mixed-age grouping to the children's advantage.

Course Title: * Office Accounting

Credits: 3 (3 lec/3 lab)

Course Rationale: This is one of two courses taken out of the Child Development Department during the Tech Prep student's fourth college semester. This course is recommended for all students seeking an Advanced Associate of Applied Science Degree with an Administration Specialty. The course emphasizes principles of accounting, journalization, posting, statements, subsidiary ledgers, payroll records and payroll taxes which are essential skills needed in managing a center and supervising office staff.

Course Description: A special emphasis is placed on small business accounting systems to include elementary principles of accounting, journalization, posting, statements, subsidiary ledgers, payroll records and payroll taxes.

Course Title: ** Small Business Management

Credits: 3 (3 lec)

Course Rationale: This course, taken out of the Child Development Department during the Tech Prep student's fourth college semester, is recommended for students planning to start their own child care/education center. It emphasizes principles of small business ownership and management, which are essential fundamentals for any director who works in a privately owned child care center.

Course Description: This course covers principles of starting a business, strategies for entrepreneurship, insurance selection, business laws, computer systems for business applications, and financial management. The student spends three hours a week in the classroom.

* Required/**Recommended option

Basic Workplace Skills

Embedded into the curriculum are essential workplace skills desired by employers. The skills include learning how to learn, reading, writing, computation, listening, oral communication, creative thinking/problem solving, self-esteem, goal setting/motivation, personal and career development, teamwork and workplace ethics. The recommended high school Tech Prep four year degree plan for *Early Childhood Professions I & II* emphasizes skills in learning how to learn, reading, writing, computation, oral communication, and creative thinking. Basic workplace skills are covered in greater depth and breadth at the postsecondary level with an emphasis on teamwork, problem solving, and professional ethics. An example of skill building in teamwork is shown on pages 2-25 to 2-27.

Course: Guidance Techniques and Group Management

Unit 2: Caregiver Behaviors

Competency 2.2:

Demonstrate an understanding of teamwork skills needed in guiding young children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of teamwork skills needed in guiding young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need for teamwork when guiding a group of young children.
2. Describe interpersonal skills needed to work effectively in a team:
   - 2a. cross-cultural awareness and sensitivity
   - 2b. oral communication skills
   - 2c. disclosure
   - 2d. observation
   - 2e. giving feedback
   - 2f. role clarification/negotiation through goal setting
3. Describe negotiation skills needed to overcome disagreements that occur among team members:
   - 3a. objectively focusing on problem
   - 3b. problem solving strategies
4. Identify teamwork skills needed to pool talents to pursue common center goals:
   - 4a. assessment of individual and team capabilities
   - 4b. establish team goals

Competency 2.2:

Demonstrate an understanding of teamwork skills needed in guiding young children.

Cognitive:

4c. identify performance standards
4d. provide feedback
4e. provide coaching
4f. problem solving strategies

Application:

The Student will:

1. Using role play, display interpersonal skills needed to work effectively as a team member when guiding young children.
2. Using role play, display negotiation skills in resolving disagreements.
3. Using role play, practice teamwork skills needed to establish and reach center goals.

Competency 2.2:

Demonstrate an understanding of teamwork skills needed in guiding young children.

Suggested Activities:

1. Respond to the following teamwork situations:
   - A co-worker is having problems redirecting Sally away from a pond during a field trip. The child is dipping her foot into the water. You go over to help out, but as you walk over to the pond, you notice one of the children in your small group is running toward a busy street next to the park. Why might these children be misbehaving? What teamwork skills could prevent these kinds of situations?
   - It is snack time and each child must wash her hands. Some children need more guidance than others. How can teamwork be effectively utilized in this situation?
   - Children are engaged in free play. What should caregivers be doing?
   - Some children in a toddler room show toileting readiness. Others still need regular diaper changes. Explain how teamwork skills can be used in this situation.

2. Observe caregivers in different rooms of a child care center. Write instances of effective teamwork skills used in guiding infants, toddlers, and preschool-age children.

References:

Degree Plans

A coherent sequence of academic and technical high school courses for a Tech-Prep high school graduation plan was developed to reflect the recommended high school degree plan guidelines in *Tech Prep High School and Associate of Applied Science Degree Programs: Guidelines For Development And Implementation*. (Effective March 1, 1992) The recommended high school graduation plan in this manual supersedes the graduation plans published in the June 1991 *2+2 Early Childhood Professions I & II Guidebooks*.

Two Associate of Applied Science degree plans were developed: one for students who do not take 2+2 Tech Prep Early Childhood Professions I & II, which includes three bridging courses; and one for students who have completed high school Tech-Prep program requirements, which includes advanced specialty courses leading to potential advanced mastery certification.

The six year degree plan, starting in the ninth grade and exiting at the end of a full two years of community college coursework, complies with requirements set forth by the tri-agency: (Degree plans are shown on pages 2-30 to 2-32)

High School Tech-Prep Graduation Plan

1. A high school curriculum must be designed to provide the student with a balanced, grade level general education core and a coherent sequence of technical courses. Specific graduation requirements must be outlined and approved as part of the six year plan by the Texas Education Agency.

2. Tech-Prep students will be responsible for passing all Texas Assessment of Academic Skills (TAAS) requirements as determined by the State Board of Education.

3. Tech-Prep programs require substantial time commitments from students. A seven-period day is recommended so that students may participate in student leadership, sports, fine arts, and other extracurricular activities.

College Tech-Prep AAS Degree Plan

1. Each Tech-Prep AAS degree program should be composed of 60-72 semester credit hours, or 90 to 108 quarter hours, at the college. In programs where college credit is awarded for course work completed in high school, programs may exceed 72 semester credit hours in order to provide a full two years of higher education experience, but in no case shall exceed 84 semester credit hours, or the equivalent quarter hours.

2. Semester credit hours may be awarded to high school students who successfully complete specific technical courses at the high school level approved for college credit. Should a college elect to provide college credit for these courses taken in high school, the student should <u>not</u> be required to take placement exams.

3. If semester credit hours are not awarded by the receiving college for course work a student completed at a participating high school, procedures must be in place to ensure that a student entering the program enrolls in the appropriate higher level courses. As a result, the student's Tech-Prep AAS degree program may be shorter in total semester hours.

4. Technical courses must be offered by the college to accommodate the non-Tech-Prep high school graduate. Advanced placement policies and procedures, including exams and/or credit for work experience, may also be designed for these non Tech-Prep high school graduates.

5. Remedial or developmental course hours taken at the college may not be included in the total credit hours for the Tech Prep AAS degree program.

6. Certificate exit points within Tech-Prep AAS degree programs must be designed for specific employment opportunities or a specialty within an applied technology area.

7. Advanced Skills Mastery Certificates could be awarded after completion of specified technical courses in the AAS degree program. The content of the competency based courses that prepare for advanced skills mastery certification must be justified in terms of advanced or expanded employment opportunities. Advanced courses that constitute requirements for this certificate should be clearly designated in the degree plan and in the course description. Alternate methods should be developed for Non-Tech Prep AAS degree holders to take these advanced courses or to otherwise qualify to sit for the advanced skills mastery certification examination.

Award of a Tech-Prep AAS degree does <u>not</u> guarantee award of an Advanced Skills Mastery Certificate. Advanced Skills Mastery Certification examinations will be developed as required by the Coordinating Board, TEA, the Department of Commerce, and Business, Industry and Labor, in coordination with participating institutions.

2+2 Tech Prep Early Childhood Professions
Recommended High School Degree Plan
Exiting to Community College or Work Force

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1	English I	English 2	English 3	English 4 (or approved substitute)
Period 2	Algebra I (or Algebra 1a)	Algebra 2 (or Algebra 2a)	Geometry	Elective (or Algebra II)
Period 3	Physical Science	Biology	Chemistry (or science elective)	Science elective or other elective
Period 4	World Geography	World History	U.S. History	U.S. Government/ Economics
Period 5	Fine Arts Elective	Comprehen-sive Home Economics	Early Childhood Professions I	Early Childhood Professions II
Period 6	PE	PE/Health	Early Childhood Professions I	Early Childhood Professions II
Period 7	Foreign Language	Foreign Language	Foreign Language	Computer Science elective

2 + 2 Tech Prep Early Childhood Professions
Recommended Postsecondary College Degree Plan
A.A.S. Degree With Advanced Mastery
Exiting To The Work Force

Freshman Level

First Semester	Credit Hours
* Nutrition, Health, and Safety	3 (2 lec/2 lab)
* Growth and Development: Prenatal Through Pre-Adolescence	3 (lec-lab)
* Learning Environments...For Children Newborn Through Age Two	4 (3 lec/2 lab)
English	3
Elective	3
	Total 16

Second Semester	Credit Hours
* Guidance and Group Management	3 (2 lec/2 lab)
* Families and Community in a Multicultural World	3 (2 lec/2 lab)
* Learning Environments...For Children Ages Three Through Five	4 (3 lec/2 lab)
Computer Literacy	3-4
Speech	3
	Total 16-17

* Credit given for Introduction to Early Childhood Education (5), Introduction to Center Operations of Programs For Children (3), and Curriculum Resources For Programs With Children (3)

Total 11

Sophomore Level

Third Semester	Credit Hours
* Learning Environments...For Children Ages Six Through Pre-adolescence	4 (3 lec/2 lab)
* The Special Needs Child	3 (2 lec/2 lab)
Fine Arts or Humanities	3
Social Science Elective	3
Math	3
	Total 16

Fourth Semester	Credit Hours
Science	4
Specialization	13-16
	Total 17-20

Total hours for degree — Total hours: 76-80

* Core Curriculum

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Community College Early Childhood Professions Degree Plan
A.A.S. Degree -- exiting to the work force

Freshman Level

First Semester	Credit Hours
* Introduction to Early Childhood Education	5 (3 lec/6 lab)
* Introduction to Center Operations of Programs	3 (2 lec/2 lab)
* Curriculum Resources For Programs With Children	3 (2 lec/2 lab)
Computer Literacy	3-4
English	3 (lec)
	Total 17-18

Second Semester	
* Nutrition, Health, and Safety	3 (2 lec/2 lab)
* Growth and Development: Prenatal Through Pre-Adolescence	3 (lec/lab)
* Learning Environments...For Children Newborn Through Age Two	4 (3 lec/2 lab)
* Guidance and Group Management	3 (2 lec/2 lab)
Speech	3
	Total 16

Sophomore Level

Third Semester	Credit Hours
* Learning Environments...For Children Ages Three Through Five	4 (3 lec/2 lab)
* Families and Community in a Multicultural World	3
Science	4
Math	3
Fine Arts or Humanities	3
	Total 17

Fourth Semester	Credit Hours
* The Child with Special Needs	3 (2 lec/2 lab)
* Learning Environments...For Children Ages Six Through Pre-adolescence	4 (3 lec/2 lab)
** Special Projects (Child Development Intern)	4 (2 lec/8 lab)
Social Science Elective	3 (lec)
Elective	3
	Total 17

Total hours for degree	Total hours: 67-68

* Core Curriculum
** Recommended Courses

Student Prerequisites

High School students entering the Tech-Prep graduation plan in the ninth grade should take Comprehensive Home-Economics before enrolling in the 2+2 Tech Prep Early Childhood Professions Program: A course statement, adapted from a local high school's curriculum guide, decribes the course of study:

Comprehensive Vocational Home Economics (1 unit) is a laboratory course and is designed to familiarize students with some of the aspects of managing a home (first semester) and a career (second semester). Topics covered include: management; consumer education, personal and family health, food and nurtition; clothing and textiles; child development; family living; and housing. Students develop decision-making skills in consumer education, nutrition management, and housing. A basic understanding of children's needs and family structures, in today's society, is incorporated.

A complete list of essential elements for this course is included in *State Board Of Education Rules For Curriculum* and is available from the Texas Education Agency's Publications Distribution Office for $8.00.

Support Courses

2+2 Tech Prep Early Childhood Professions students must master skills in the application of mathematics, science, and communication, in addition to the technical courses taken in the Tech-Prep program of study. Student competence is required in on-grade-level English, math, science, and social studies courses. When this manual went to press, a level III proficiency (speaking, listening, writing) in a foreign language was being recommended to the State Board Of Education for all secondary programs of study (Baccalaureate Preparation, Career Preparation, and Technical Preparation). Business, industry, and educators support this proposal, noting that to compete in a global economy workers must be able to converse beyond their native language. Therefore, a level III proficiency in a foreign language is recommended for the Early Childhood Professions high school degree plan.

Professional Development Philosophy: Learning Styles and Lattices

The content and structure of the curriculum were developed, in part, to reflect the professional development views of the major national organizations for the education of young children. Key to early childhood professional development, like other career fields, is the idea that a core of knowledge is essential for all who work with young children. The 2+2 Tech Prep Early Childhood Professions curriculum ladder is based, in part, on David Kolb's learning styles theory. His theory maintains that each of us has a preferred learning style, but that for each of us to be a more effective learner, we need to move through all four stages of the learning cycle. The theory encompasses four sequential tenets:

1. The learner needs to understand WHY the information or concept is important and relevant to him, before learning the actual concept. The learner needs time to reflect on the information received.

2. The learner needs to understand the concept by observing, classifying, organizing, analyzing, and building ideas. This process enables the learner to know WHAT the concept is all about.

3. The learner needs to try the idea or concept out. He needs to practice it. This process enables the learner to find out HOW the idea works.

4. The learner needs to evaluate the idea put into practice and test out other ways of making the idea work, and ultimately create new ideas. This process involves the learner in asking IF...?

Early Childhood Professions I emphasizes tenets I and II, focusing on the *why* and *what* of developmentally appropriate practice. Students spend extensive amounts of time observing children and their caregivers and teachers, and reflecting on what makes effective child/caregiver relationships.

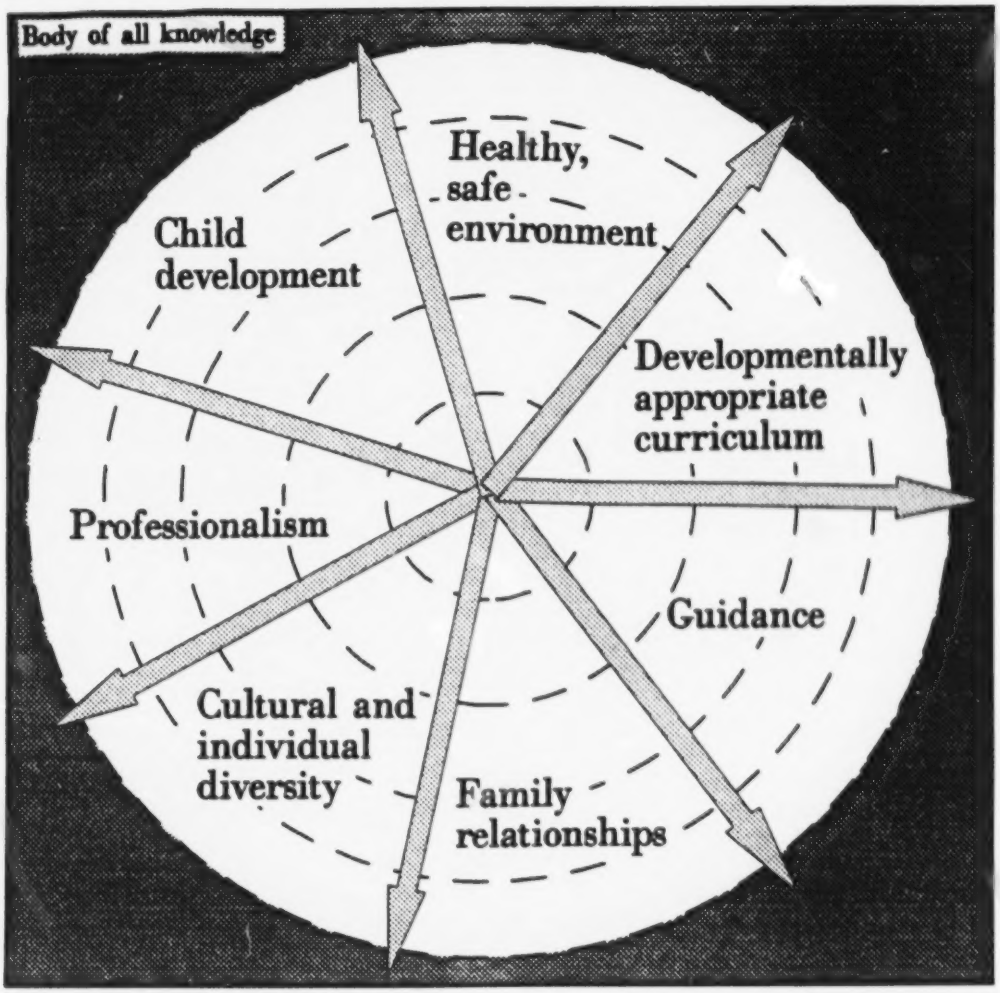
Early Childhood Professions II introduces the student to tenet III, involving large amounts of time practicing concepts under the close supervision of a lead teacher or mentor. Breadth and depth of performance mastery increases at the postsecondary collegiate level.

Postsecondary students enrolled in advanced specialty courses move into tenet IV. This standard is illustrated on pages 2-35 to 2-42

The foundation of ECP core knowledge is expanded in a continuum that includes implementation of developmentally appropriate practice, and, at the baccalaureate and master degree levels, creation of programs and curriculum that improve upon known practices and knowledge.

In addition to following a learning styles theory, the 2+2 Tech Prep Early Childhood Professions curriculum illustrates the National Association For The Education Of Young Children's (NAEYC) lattice concept of a career ladder (Diagram is reproduced on page 2-34). The career ladder lattice concept promotes two fusible ideas: "Career ladders assume that higher qualifications and greater levels of responsibility translate to higher compensation," and " To describe professional development for the profession as a whole, a 'lattice' conveys the reality of early childhood education more clearly in that there are many diverse settings, roles, and responsibilities in programs serving children from birth through age eight." (NAEYC, 1992). Specific occupational objectives on the career ladder were identified and adapted from "Suggested Educational Roles In A Differentiated Staff Structure," by Barbara Willer, National Association For The Education Of Young Children (1990). A career ladder model for Early Childhood Professions students/graduates is shown on pages 2-43 and 2-44.

Core Knowledge In The Early Childhood Profession



The dotted lines indicate stages of professional development achieved by the acquisition of recognized credentials that are based on professional standards of preparation. Moving from the innermost circle—the precredential level—individuals demonstrate knowledge required for the Child Development Associate (CDA) Credential and associate, baccalaureate, and advanced degrees. The arrows denote the continuum that extends from knowledge necessary for implementing effective practice to knowledge necessary for the generation and translation of knowledge; core knowledge is embedded within the larger body of all knowledge.

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Unit 1

PROFESSIONALISM

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
1.1 Demonstrate an understanding of the characteristics of an early childhood education professional.	**1.1** Practice the characteristics of an early childhood education professional.	**1.1** Model the professional characteristics of an early childhood educator.
1.2 Demonstrate an understanding of employment opportunities and requirements in early childhood care and education.	**1.2** Demonstrate the skills needed to locate and obtain employment.	**1.2** Demonstrate the professional skills needed for entry into the early childhood care profession as an associate teacher.
1.3 Explain the types and models of child care/education programs.	**1.3** Demonstrate a knowledge of early childhood professional organizations.	**1.3** Recognize the need for participation in professional organizations for young children.
1.4 Demonstrate an understanding of the history of early childhood care and education.	**1.4** Identify current issues and legislation relating to early childhood care and education.	**1.4** Recognize current leaders and forces shaping early childhood care and education.

Unit 2

HUMAN GROWTH, DEVELOPMENT, AND LEARNING

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
2.1 Summarize the major stages of development in children through age 8.	**2.1** Describe major child development theories.	**2.1** Analyze the major child development theories.
2.2 Point out common influences in the growth and development of the whole child.	**2.2** Practice behaviors that promote healthy development in children.	**2.2** Demonstrate teacher behaviors that promote healthy development in children.
2.3 Identify age appropriate learning environments for children.	**2.3** Plan age appropriate learning environments for children.	**2.3** Implement age appropriate learning environments for children.
2.4 Identify major handicapping conditions in special needs children.	**2.4** Explain interventions to use when working with special needs children.	**2.4** Utilize interventions while working with special needs children.

Unit 3

GUIDANCE AND GROUP MANAGEMENT

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
3.1 Explain components of effective communication between caregiver and children.	**3.1** Practice components of effective communication with children.	**3.1** Demonstrate effective communication skills when working with children.
3.2 Demonstrate an understanding of guidance approaches to use when working with children.	**3.2a** Identify major guidance approaches in early childhood education.	**3.2a** Develop and implement a guidance plan for a specified age group.
	3.2b Practice guidance approaches when working with children.	**3.2b** Perform skillfully appropriate guidance techniques when working with children.
3.3 Explain teacher behaviors which facilitate learning activities.	**3.3** Practice teacher behaviors which facilitate learning activities.	**3.3** Demonstrate teacher behaviors which facilitate learning activities.
3.4 Identify characteristics of children who have problems resolving their difficulties and developing self control.	**3.4** Practice guidance approaches when working with children who have persistent social and/or emotional problems.	**3.4** Develop and implement an age-appropriate guidance plan for a child who has persistent social and/or emotional problems.

Unit 4

CURRICULUM DEVELOPMENT, CONTENT, AND IMPLEMENTATION

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
4.1 Explain the principles of a developmentally appropriate curriculum.	**4.1** Evaluate the use of a developmentally appropriate curriculum with young children.	**4.1** Implement a developmentally appropriate curriculum for a selected age group.
4.2 Identify the principles of planning for young children.	**4.2** Plan and teach a developmentally appropriate unit study for for young children.	**4.2** Plan and teach a developmentally appropriate curriculum for young children.
4.3 Explain the purpose of each of the major content areas in an early childhood setting.	**4.3** Plan implementation of major content areas in an early childhood setting.	**4.3** Design interest centers for a specific age group in all the major content areas.
4.4 Discuss ways to adapt the curriculum for special needs children.	**4.4** Plan ways to adapt the curriculum for special needs children.	**4.4** Plan and implement an individualized program for a special needs child.

Unit 5

FAMILY AND COMMUNITY RELATIONS

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
5.1 Demonstrate an understanding of the diversity in family units and roles.	**5.1** Evaluate an early childhood education program for multi-cultural and non-sexist themes.	**5.1** Plan and implement program activities which incorporate multi-cultural, non-sexist themes and materials.
5.2 Explain the relationship between parents and child care providers.	**5.2** Plan communication strategies to strengthen parent/child care provider relationships.	**5.2** Implement communication strategies which strengthen parent/child care provider relationships.
5.3 Identify community resources available to children and their families.	**5.3** Demonstrate an understanding of the role of the Department of Human Services in child care settings.	**5.3** Inform parents of services available to families.
5.4 Explain the concept of child advocacy.	**5.4** Plan advocacy activities to strengthen developmentally appropriate child care programs in the community.	**5.4** Implement advocacy activities which strengthen developmentally appropriate child care programs in the community.

Unit 6

SAFETY, HEALTH, AND NUTRITION

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
6.1 Demonstrate an understanding of safety rules and procedures in a child care setting.	**6.1** Apply safety rules and procedures in a child care setting.	**6.1** Perform by means of monitoring, teaching, supervising, and applying safety principles in a child care setting.
6.2 Identify health and nutrition principles and practices in a child care setting.	**6.2** Utilize health and nutrition practices in a child care setting.	**6.2** Perform by means of monitoring, teaching, supervising, and applying health/nutrition principles and regulations in a child care setting.

Unit 7

PROGRAM MANAGEMENT

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
7.1 Identify career ladder titles and duties of early childhood professionals.	**7.1** Identify the administrative duties of an entry level early childhood professional.	**7.1** Identify the administrative duties of an early childhood education director.
7.2 Describe child care center management procedures and policies.	**7.2** Assist with management procedures and policies.	**7.2** Apply management procedures and policies in a child care setting.
	7.3 Demonstrate an understanding of the Texas Department of Human Services Minimum Standards For Day Care Centers.	**7.3** Comply with the Texas Department of Human Services Minimum Standards For Day Care Centers.

OCCUPATIONAL OBJECTIVES

Teaching Assistant: **Assist in the implementation of program activities under the direct supervision of teachers or assistant teachers.** The model 2+2 Tech Prep articulated curriculum for **Teaching Assistant** is designed to produce an individual who, upon completing competencies in Early Childhood Professions I and II with a satisfactory or higher evaluation, will have skills necessary to perform the duties of a teaching assistant. Students who have successfully completed Early Childhood Professions I and II are ready to begin work on the Child Development Associate (CDA) credential.

Assistant Teacher: **Implements program activities as part of a teaching team and shares responsibility for the care and education of a group of children. Assists in the planning and implementation of the curriculum; works with parents, and assesses the needs of individualized children.** The model 2+2 Tech Prep curriculum for **Assistant Teacher** is designed to produce an individual who, upon completing competencies in grades 11, 12, and 13 in The Child Development Associate Program, with a satisfactory or higher evaluation, will have the skills and experience necessary to obtain the Child Development Associate (CDA) credential, and perform effectively as an assistant teacher. The curriculum includes preparation necessary to complete CDA requirements by the completion of the freshman year in college.

Associate Teacher: **Responsible for the care and education of a group of children. Plans and implements the curriculum, supervises other members of the teaching staff assigned to the group, works with parents, and assesses the needs of individual children for incorporation into curriculum planning.** The model 2+2 Tech Prep curriculum for **Associate Teacher** is designed to produce an individual who, upon completing competencies in grades 11,12, 13 and 14 with a satisfactory or higher evaluation, will earn an Associate of Applied Science (AAS) degree in Child Development and have the skills necessary to perform effectively as a teacher.

Teacher: **Has demonstrated experience in early childhood knowledge and practice. Responsible for the care and education of a group of children, and supervises and mentors other teaching staff.** Educational qualifications for **Teacher** include a minimum of three years experience as a teacher of young children, and a bachelor's degree. The Associate of Arts Degree option in the 2+2 Tech Prep model prepares the student to continue at a four year institution in a Child Development or Early Childhood program working toward a bachelor's degree in this field.

Director: **Responsible for overall administrative duties of an early childhood care and education program which includes: serving as a liaison among the board of directors, staff, and parents, and as a professional advisor to the board; policy making; program planning; financial management; recordkeeping; staff supervision and development; parent involvement; community relations and publicity; and program evaluation.** The model 2+2 Tech Prep curriculum includes a special option for the student who is interested in taking course work in child care management as part of his/her postsecondary education. Upon completion of the Child Development AAS degree program with an Administrator's Certificate, the student would be qualified to manage a small day care home. It is highly recommended that a person interested in child care management be counseled to pursue additional training, experience, and education towards a baccalaureate or master's degree, before considering a position in program management at a larger center.

The Occupational Objectives were adapted from the National Association for the Education of Young Children (NAEYC) "Suggested Educational Roles in a Differentiated Staff Structure" (Willer, 1990).

Finalizing The Curriculum

Each phase of the curriculum development process was reviewed and approved by the curriculum committee. Recommendations for improvement of products and processes were requested at each step of the development process and written down during meetings. Committee members were asked to vote on recommended changes in sequencing, course content, or structure of courses. (Examples on pages 2-47 to 2-50) The finalized 2+2 Early Childhood Professions Curriculum includes the following:

1. Name of the occupation(s) for which the program is preparing students to enter employment.
2. Job descriptions of the occupations.
3. The objective of the curricula or program.
4. Statement of philosophy or rationale for course content and structure.
5. A sequential listing of the occupational and support courses.
6. Other courses required for the associate degree.
7. Indicators of exit points for all occupations on the career ladder.
8. Student prerequisites.
9. Course descriptions for each of the occupational specific courses.
10. An up-to-date course outline of competencies and enabling objectives (tasks) for each course.
11. Learning Activities.
12. Physical facilities, equipment, and materials.

SUGGESTIONS FOR APPLICATION:

Curriculum Development: The procedures used for developing the 2+2 Early Childhood Professions curriculum are recommended to institutions and curriculum developers who wish to validate this developed curriculum for local use and/or to those who seek to develop a Tech Prep curriculum in another technical area. One additional component in the development/validation of the curriculum is recommended: inclusion of all persons in the career lattice (assistant teachers through center directors) when gathering job skill information.

Included facsimiles of documents that were used to validate and develop job competencies can be adapted locally for a variety of Tech Prep program purposes.

An abundance of competencies and course outlines that include course objectives in occupation-specific areas are as close as the college or professional library. Most college libraries include vocational-technical information among their holdings. Project directors had great success obtaining dozens of competency lists in child care and education using the National Institute of Education's Educational Resource Information Center (ERIC), which provides hard copies and film copies of cataloged documents.*

*Central Texas College 2+2 *Tech Prep Early Childhood Professions I & II Curriculum Guidebooks* are available on microfiche and in hard copy through the ERIC Clearinghouse on Early Childhood Education, College of Education, University of Illinois, Urbana, Illinois 61801; through the Home Economics Curriculum Center, P.O. Box 4067 Texas Tech University, Lubbock, Texas, 79409-1161; and on loan through the National Tech Prep Clearinghouse Of Resources, East Central Curriculum Coordination Center, Illinois State Curriculum Center, Sangamon State University F-2, Springfield, Ill. 62794-9243.

Some recommended starting points for a search of competencies for any technical occupation include:

Educational Resources Information Clearinghouse Information Center
Central Office
National Institute of Education
Washington D.C. 20208

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Technical Education Research Center
44 Brattle Street
Cambridge, Massachusetts 02138

East Texas Curriculum Center
East Texas State University
P.O. Box 3011
ET Station
Commerce, Texas 75428-7011

SUGGESTIONS FOR APPLICATION:

Workplace Readiness: Several current instructional aids are out on the market for teaching workplace readiness skills. The Agency for Instructional Technology's interactive video/laser disc series, *Workplace Readiness*, is one recommended aid in teaching Early Childhood Professions I and II students the following: orientation to work, goal setting, teamwork, and learning to learn skills. It contains components on workplace ethics and problem solving as well. For preview information contact:

Agency For Instructional Technology
Customer Service
Box A
Bloomington, Indiana 47402-0120
Fax: 812-333-4218

Another source, *America And The New Economy* by Anthony Carnevale, provides a rationale for restructuring the way Americans prepare for the world of work and includes references for workplace readiness to use with employees/students. (see References)

2 + 2 Child Development Project
Core Curriculum Evaluation
The Special Needs Child*

Name _____

Information and Directions: Please respond to the attached core course competencies for course content structure, competency sequencing, writing style and word usage. The course is based upon postsecondary ranked skills needed by caregivers at the assistant and associate teacher levels of the Early Childhood Professions career ladder, as assessed in the 1990 **Career Provider Competencies Survey,** and refined by 1990-1991 and 1991-1992 steering committee members and project directors. A copy of **The Early Childhood Professions I and II Curriculum Guide** (ECPI and II) is needed to complete this questionnaire.

Please attach a separate sheet of paper if more room is needed to make remarks and/or to respond to a question. Please give feedback on the following:

* A title change has been suggested for this course to read "The Child With Special Needs."

Do you agree _____ disagree _____ with this title change?

A. Structure of Course

1. Choice of units within course
   Add:
   Delete:
   Modify:

2. Arrangement of units within course
   Modify:

3. Additional comments about the structure of the course:

B. Course Content

1. Concepts which need to be added:

2. Concepts which need to be deleted:

3. Redundancy of concepts

Competency # _____ And # _____

Competency # _____ And # _____

4. Additional comments about the content of this course:

C. Writing Style, Usage, and Terminology

1. Needed writing style changes:

Competency/Enabling Objective # _____ change:

Competency/Enabling Objective # _____ change:

Competency/Enabling Objective # _____ change:

2. Needed usage/terminology changes:

a.

b.

c.

3. Additional comments about the writing style, usage, and terminology used for this course:

4. Additional recommendations for this course:

Thank you for completing this questionnaire. Please detach this form from the competency sheets and return the form (and any attachments) in the stamped self-addressed envelope.

2+2 Tech Prep Child Development Project
Third Reading Evaluation

Name_____
Course_____

Competencies	Yes	No
1. Does each competency indicate an appropriate outcome for the instructional unit?	___	___
Comments:		
2. Do the competencies include all logical outcomes of the unit? (knowledge, understanding, skills, attitudes?)	___	___
Comments:		
3. Are the competencies attainable (Do they take into account the ability of students, facilities, time available)?	___	___
Comments:		
4. Are the competencies in harmony with the philosophy of the national professional organizations of early childhood education?	___	___
Comments:		
5. Are the competencies in harmony with sound principles of learning (Are the outcomes those that are most permanent and transferable?)	___	___
Comments:		

ENABLING OBJECTIVES	YES	NO
1. Is each enabling objective clear and measurable?	___	___
Comments:		
2. Is the behavior in each enabling objective relevant to the competency it describes?	___	___
Comments:		
3. Are the enabling objectives appropriate to national early childhood organizational guidelines and/or state regulations?	___	___
Comments:		
4. Is there a sufficient number of specific enabling objectives to adequately describe the behavior of students who have achieved each competency?	___	___
Comments:		
5. Are the enabling objectives attainable (Do they take into account facilities, time, resources available)?	___	___
Comments:		

Course Outlines

Basic Course Outlines

The formula used for developing the Early Childhood Professions curriculum was adapted from Paris Junior College's *2+2 Articulated Curriculum For Health Occupations* and is called a basic course outline. The basic course outline differs from a comprehensive curriculum in that a curriculum includes a list of **all** the courses of study offered over a long period of time, to include optional high school and community college courses, and courses for baccalaureate, master's, and doctoral degree work. A comprehensive course of study also includes lesson plans and class management procedures.

For this project, using the basic course outline formula was chosen over other methods for several reasons:

1. It is easier to prepare than a course of study.
2. It serves as a guide for developing a course of study.
3. It gives the supervisor, other administrators, and members of the program advisory committee an immediate overall view of the course.
4. It becomes a document for the administrators who wish to keep on file outlines of all courses.
5. It becomes a ready account for constructing a course syllabus.
6. It serves as a guide for the instructor.

A Competency-Based Curriculum Format

As required in the Carl Perkins Vocational Education Act of 1990, the curriculum is competency-based and, as such, is different from traditional instructional methods: Traditional teaching is content and time based; group paced; imparts delayed feedback; provides limited field experiences; evaluates using subjective criteria that is often norm-referenced; and is centered on lectures and demonstrations.

Conversely, competency based instruction is characterized by:

- Carefully identified, industry validated performance-based outcomes that are made public in advance.
- Performance standards, assessment criteria that are explicit.
- An instructional program that is organized and based on the learning needs of the individual.
- Competency assessment that is based on student's knowledge, attitudes, contingent upon mastery of specific enabling objectives (tasks).
- Individualized student progression through the instructional program and performance of each cognitive and or application task.

The ranked competencies were developed into course outlines using Gronlund's model of outcome based instruction, detailed in *Stating Objectives For Classroom Instruction.* The method includes stating general instructional objectives and then clarifying each one by listing a *sample* of the specific task or behavior that will be accepted as evidence of the attainment of the objective. This procedure results in statements such as the following:

1. Demonstrate an understanding of nutrition principles in a child care setting.
   - 1.1 Define nutrition.
   - 1.2 Identify the nutrition requirements as stated in the *Texas Department of Human Services Minimum Standards For Day Care Centers Handbook.*

1.3 Distinguish between adequate and inadequate nutrition.
1.4 List factors which determine individual energy requirements.

In the 2+2 Tech Prep Early Childhood Professions Curriculum Guide the general instructional objective is stated as a **Terminal Performance Objective**.

The Terminal Performance Objective may be defined as:

A statement which describes what the learner must do to demonstrate mastery of a task. It contains three characteristics: condition, performance, and standard.

1. **Condition**: The environment or situation in which the competency or task to be performed is specified.
2. **Performance**: The specific competency, task, or behavior expected of the learner is stated.
3. **Standard**: The degree of acceptable performance is specified. The standard is stated in quantitative terms, qualitative terms, or both. For the terminal performance objective (competency) or performance objective (task) the standard will be 100% of the evaluation criteria as established by the work place.

Each terminal performance objective contains the three criteria in a statement such as the following:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of nutrition principles in a child care setting, achieving 80% mastery on the knowledge test, and a satisfactory or higher rating on the performance test.

Except for the theory course Growth And Development: Conception Through Pre-Adolescence, all terminal performance objectives require students to perform two kinds of tasks (enabling objectives): Cognitive, or process type activities, which lead to knowledge and understanding; and application, process type activities, which lead to mastery in performing job skills. An excerpt from the curriculum illustrates the idea on pages 3-3 to 3-5.

Unit 2: Environmental Planning

Competency 2.1:

Plan a developmentally appropriate environment for children, ages three through five.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate environment for children, ages three through five, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the components of a stimulating environment for children ages three through five.
2. Describe the age appropriate environmental components for an indoor preschool room in a child care setting to include use of space and space arrangements furniture, child made artwork and decorations, equipment, and learning materials.
3. Describe the age appropriate environmental components for a preschool outdoor play area to include use of space and space arrangements, playground equipment and materials.
4. Explain the importance of creating and adapting the play area for accessibility to all children.

Competency 2.1:

Plan a developmentally appropriate environment for children, ages three through five.

Application:

The Student will:

1. Plan and design an age appropriate indoor environment for a child care setting which serves preschool children, ages three through five.
2. Using a teacher-prepared checklist, evaluate the designed indoor environment.
3. Plan and design an outdoor play area for a group of preschool children, utilizing developmentally appropriate environmental components.
4. Using a teacher prepared checklist, evaluate the designed outdoor play area for age and developmental appropriateness.

Competency 2.1:

Plan a developmentally appropriate environment for children, ages three through five.

Suggested Activities:

1. Observe a local child care center and evaluate it using a prepared checklist for use of space.

2. Given an outdoor play area and outdoor play equipment, arrange the items in the area and be able to defend your placement. Items to place:
   - shallow wading pool
   - water table or basin for sand or water play
   - wagons and riding toys
   - balls
   - large boxes
   - climbing equipment

3. Role play, using the arranged outdoor equipment, the children's use of space, as prepared in Activity 2. Evaluate the arrangement of the outdoor environment.

4. Working in a group, redesign a local child development center's playground to provide accessibility to all children, including those with special needs.

References:

Ard, Linda. "Using Space." Room To Grow. Bowers, Candice. "Arranging Space." Room To Grow, pp. 1-20.

Frost, Joe. Play And Playscapes, pp. 295-321.

Competency Profiles

For each course, cognition and application tasks are listed in a student competency profile. The profile, required for all Texas Tech Prep programs, is a "comprehensive profile of the specific skills a student has mastered. The profile is updated continuously and accompanies the student's transcript and/or resume and may constitute a portion of an employment portfolio" (THECB, March 1992)

The 2+2 Tech Prep Early Childhood Professions Student Competency Profile was designed for collaborative use by the classroom instructor and the on-site supervisor. The profile contains a rating scale which was devised by 1990-1991 steering committee members. To work effectively, the classroom instructor and on-site supervisor must establish which tasks will be evaluated by whom before instruction and apprenticeship experience begins. The rating scale defines standards for cognitive tasks (knowledge, understanding) and application tasks (performance). An example is shown on pages 3-8 and 3-9.

To be rated **satisfactory** in demonstrating understanding of a particular task, the student should correctly answer 85% of the questions posed about the concept. If the student correctly answers all of the questions pertaining to the enabling objective, a "clearly outstanding" rating should be given. The test must be criterion-referenced and should contain at least four questions for each enabling objective. (See Performance Exams)

Tasks which require performance are evaluated in one of four categories:

1. No exposure or experience in area.
2. Needs Improvement: The student has difficulty performing the task independently and requires close supervision.
3. Satisfactory: The student performs the task adequately with limited instructional support or supervision.
4. Clearly Outstanding: The student performs the task skillfully with no instructional support or supervision.

Additional workplace evaluation forms can be used as well. During the first pilot year of the program, Early Childhood Professions teachers recommended that an attitudinal rating scale be added to the student competency profile. An attitudinal evaluation form, adapted from Georgetown High School's 2+2 Tech Prep Early Childhood Professions program is shown on pages 3-10 and 3-11.

Three domains of learning are embedded in the competency-based training program: psychomotor, cognitive, and affective. Gronlund's *Stating Objectives For Classroom Instruction* was used as a guide for developing enabling objectives (job tasks) in all three learning domains.

Psychomotor, or manipulative, skills are represented in student tasks such as learning to feed an infant and change a diaper; demonstrating how to correctly set a table; and teaching a child how to use a hammer. **Cognitive**, or thinking, skills are represented in the tasks of selecting developmentally appropriate activities for specific age groups and solving problems that occur at the workplace. **Affective**, or influencing skills, are introduced in *Early Childhood Professions I* with tasks that require the student to receive and respond to information about workplace ethics and characteristics of the child care professional. Affective skills expand throughout intermediate and advanced postsecondary coursework with tasks that require evidence of a value system that promotes developmentally appropriate practice.

SUGGESTIONS FOR APPLICATION:

Successful 2+2 Early Childhood Professions instructors will utilize all of these competency-based principles, on an on-going basis, to generate the high levels of achievement in students.

Maximum use of the competency based system, which is open ended-open exit, allowing individuals to achieve at their own rate of speed, is not standard in the majority of public education programs in the United States. Most programs provide semester time periods with semester hour credit being awarded based on the number of clock hours of instruction allotted during the semester time frame. Individuals who do not achieve at a rate of learning established as satisfactory fail. This system prevents the optimum use of a competency profile because it is built with time parameters. The 2+2 Early Childhood Professions curriculum was developed with these time constraints in mind. A suggested time allocation was included in Early Childhood Professions I to aid teachers in planning units and individual lessons, and in the reteaching of concepts when needed.

2+2 Tech Prep Early Childhood Professions I pilot program teachers' and students' 1991-1992 evaluations of the course indicate that the number and content of most terminal performance objectives are appropriate for the targeted students and the time available. Recommendations for changes to the enabling objectives (tasks) were requested, noted, and used for planning future revisions to the curriculum. Annual review and evaluation of each Tech Prep Early Childhood Professions course by participating instructors and teachers is recommended.

Because the competency-based curriculum presupposes mastery learning, students need multiple opportunities to accomplish enabling objectives (job tasks).

When students do not meet expected standards on a given performance test, tutoring and/or additional learning activities, followed by alternate forms of the original performance test, must be provided. Learning activities, assessments, and follow-up monitoring of understanding should be a continuous process throughout the life of each course in the Tech Prep program.

For those using this guide to develop a Tech-Prep curriculum in another technical field, the ECP project staff recommends:

National Tech Prep Clearinghouse Of Resources
East Central Curriculum Coordination Center
Illinois State Curriculum Center
Sangamon State University, F-2
Springfield, Ill. 62794-9243
(loans out examples of competency based Tech-Prep curricula)

Handbook For Developing Competency-Based Training programs
by William E. Blank
Englewood-Cliffs: Prentice-Hall, 1982

Criterion-Referenced Measurement
by James W. Popham
Englewood-Cliffs: Prentice-Hall, 1978

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR CHILDREN--AGES THREE THROUGH FIVE YEARS

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:
1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.
2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.
3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.
4 - **No Exposure or Experience in this Area**

1.1 Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages three through five years.

Cognitive

1. Identify the behaviors of children, ages three through five.
2. Explain the concept and importance of play for children.
3. Identify the range of ability levels, development, and learning styles of children, ages three through five.
4. Identify the developmental stages of play in children ages three through five.
5. Explain the purpose of assessment for the three through five year-old.

1	2	3	4	5	6

1	2	3	4	5	6

6. Explain the importance of communication between parents and caregivers in assessing curriculum needs.
7. Describe the components and procedures of the assessment process.
8. Summarize the concepts of observing and recording children's behavior for the purpose of planning appropriate programs, environments, and interactions.

Application

1. Acquire and record information from parents about one child's needs, interests, capabilities, and personality.
2. For a two week period record observations of one child at play and during daily routines to determine child's capabilities, and the appropriate teaching strategies for the child.
3. List ways to incorporate the child's needs and personality into the curriculum program to stimulate learning in all developmental areas.

2.1 Plan a developmentally appropriate environment for children, ages three through five.

Cognitive

1. Identify the components of a stimulating environment for children ages three through five.
2. Describe the age appropriate environmental components for an indoor preschool room in a child care setting to include use of space and space arrangements furniture, child made artwork and decorations, equipment, and learning materials.

_____INDEPENDENT SCHOOL DISTRICT
TECH PREP EARLY CHILDHOOD PROFESSIONS I
STUDENT PERFORMANCE EVALUATION

_____ _____
Student Trainee Job Classification

Instructions For Site Supervisor: To better assist you in training and evaluating the above named trainee, please place the appropriate number in the space to the right of each characteristic which expresses your judgment of the trainee, and return this report to the teacher/coordinator of the program.

Scale:

5	**Clearly Outstanding**
4	**Exceeds Expectations**
3	**Meets Expectations**
2	**Needs Improvement**
1	**Unsatisfactory Performance**

Competencies:	**Grading Periods:**				
APPEARANCE:	2nd	3rd	4th	5th	6th
1. Is well groomed.	___	___	___	___	___
2. Uses personal hygiene.	___	___	___	___	___
3. Uses proper speech.	___	___	___	___	___
4. Displays manners and tact.	___	___	___	___	___
INITIATIVE:					
5. Shows initiative.	___	___	___	___	___
6. Shows resourcefulness.	___	___	___	___	___
7. Works independently.	___	___	___	___	___
ATTENDANCE:					
8. Is punctual.	___	___	___	___	___
9. Is rarely absent.	___	___	___	___	___
10. Calls if sick or late.	___	___	___	___	___
ATTITUDE:					
11. Displays a positive work ethic.	___	___	___	___	___
12. Keeps work area neat/clean.	___	___	___	___	___
13. Works in a positive manner with children.	___	___	___	___	___
14. Follows directions of supervisors,lead teachers.	___	___	___	___	___

WORKPLACE READINESS:	2nd	3rd	4th	5th	6th
15. Displays teamwork skills.	___	___	___	___	___
16. Has progressed in skill and knowledge of job.	___	___	___	___	___
17. Asks questions when needed.	___	___	___	___	___
18. Uses good judgment.					
19. Is dependable.	___	___	___	___	___
20. Displays cultural diversity awareness and sensitivity.	___	___	___	___	___

Please include written comments to assist in evaluation of the student.
2nd 6 Week Evaluation:

Supervisor signature_____ **Observation Site**_____

3rd 6 Week Evaluation:

Supervisor Signature_____ **Observation Site**_____

4th 6 Week Evaluation:

Supervisor Signature_____ **Observation Site**_____

5th 6 Week Evaluation:

Supervisor Signature_____ **Observation Site**_____

6th 6 Week Evaluation:

Supervisor Signature_____ **Observation Site**_____

Instructional Methods

Instructors who have taught Tech Prep for several years have found the most success with the following instructional approaches:

. Classroom instructional activities embrace all four learning styles to meet the needs of all students.

. Instruction is field centered-- based on, and in, real workplace situations.

. Instruction is individually paced rather than time based.

. Multiple assessment opportunities and conditions are provided.

. Feedback on individual student progress is frequent.

. The program as a whole is carefully planned and systematic.

. Instructional staff are involved in planning and evaluating the program.

Learning Activities

Suggested learning activities that follow each terminal performance objective and enabling objective (Example: Page 3-5) were not included to be prescriptive, but were intended as samples of the variety and kinds of classroom learning events that should occur to aid the instructor in:

. Teaching to the competencies
. Selecting suitable resource and text materials
. Reaching all learners (four learning styles)

Instructional Materials

Texts, instructional aids, audio visuals, and journal articles listed with the suggested activities were selected on the following criteria:

1. **Is this instructional aid in philosophical agreement with the curriculum to be implemented?**
Example : When scrutinizing textbooks, project directors analyzed the guidance section first. If it was not in philosophical agreement with researched competencies, the book was eliminated as a suggested reference.

2. **Will this instructional aid facilitate the student's understanding and performance of the competency?**
Example: The Agency For Instructional Technology has produced a workplace readiness skills video/laser disc series on self-management, goal setting, problem solving, and work ethics. The series shows workers in a variety of job settings at various levels along a career ladder path. Review of the program indicates that

it can be easily adapted for use in the Early Childhood professions program.

3. **Is this instructional aid appropriate for the intended students?**
Example: The 2+2 Early Childhood Professions program carries college credit from beginning through ending coursework. All texts should be at college reading level. However, students with learning disabilities will need alternate ways to acquire information. In such instances material can be put on audiotape or converted to an individualized learning package on a computer.

4. **Is this instructional aid appealing in format, style, and graphic art?**
Example: A text which looks dull or a video which is outdated may be difficult to "sell" to students.

Suggestions For Application:

LEARNING ACTIVITIES

When writing and/or using learning activities, the writer/user must keep in mind the sequence of enabling objectives for each competency and organize activities accordingly. The following example of the sequence which should be observed was taken from *2+2 Articulated Curriculum For Health Occupations: A How To Manual:*

Terminal Performance Objective (competency)
Enabling Objectives (tasks)

Enabling Objective 1	Lesson 1 or Learning Activity 1
Enabling Objective 2	Lesson 2 or Learning Activity 2
Enabling Objective 3	Lesson 3 or Learning Activity 3

Each classroom lesson or series of lessons should be planned to facilitate student mastery of **one** terminal performance objective. A proven instructional plan is the learning styles cycle lesson described in the Professional Development Philosophy section.
To learn more about learning styles, instructors may desire:

1. Completing a learning styles inventory

2. Discussing inventory results for personal use.

3. In-service at a learning styles workshop to learn how to address all learning styles in instruction.

A variety of other methods can also be used for individualizing instruction:

1. Learning Activity Packages. (LAP). The LAP system of instruction divides the course content into a series of individual learning packages which include one or several competencies. The learning activity package usually includes a pre-

test, performance objective(s) learning activities, self-checks, and a post test. Students progress at their own rate, and instruction can be tailored to fit individual needs. LAPS may also be used in a group instruction format.

2. Simulations. This is a technique which uses a role-playing model to teach competencies that are required in real-life situations. There are various types of simulation: simulation games, task simulation, position (job) simulation, and model office (flow-of-work) simulations. The instructional method serves as a motivational device and can help students develop a sense of responsibility toward work and enable them to experience situations which are required in a real world setting.

3. Task or Operation Sheets. This method of instruction provides specific information for the student on how to complete a task or skill required in the profession. Competencies requiring "hands-on" skills are usually taught in an apprenticeship or simulated environment, and a task sheet facilitates this type of instruction. Task sheets may include (1) task or skill to be performed, (2) material required, (3) tools and equipment needed, (4) procedure or operations, (5) safety considerations, and (6) evaluation information. Usually, task sheets are used with other methods of instruction in vocational programs.

4. Individualized Learning. The student is assessed prior to learning and the program is adjusted to fit the student's needs. A variety of learning materials and methods are used to meet individual learning styles. Self-pacing and the use of modules or learning activity packages usually are in individualized vocational programs. Because individualized instruction varies among programs, there may be other characteristics.

Because the developed curriculum is based on skills employers have identified, materials should be purchased and used to enhance employer-identified objectives. Instruction should be based on the competencies, not a selected textbook or instructional materials. The curriculum should not be used with a textbook or workbook which is incompatible in philosophy and/or terminal performance objectives.

ACTIVITIES SPECIFIC TO EARLY CHILDHOOD PROFESSIONS I & II:

Introductory activities during the first grading period, which establish an environment for career goal setting and lifetime learning, are recommended. For example:

I. Students visit the community college campus(es) which offer(s) Tech Prep Postsecondary Early Childhood Professions to:

- Tour the campus
- Visit the campus child development center
- Meet with career counselors
- Meet with director of financial aid/scholarships
- Attend a college class

. Visit with postsecondary Early Childhood Professions students

II. Speakers are invited to present information to Tech Prep Early Childhood Professions secondary students at their home school:
   . Department Chairpersons, instructors from participating community college
   . Early Childhood Professionals in a variety of occupations serving young children

III. Students visit several types of child care/education programs in region.

IV. Students visit all scheduled training/apprenticeship sites and meet with directors/mentors.
   . Students observe children and caregivers at all sites.
   . Students establish basic workplace readiness habits.

Because the first six week grading period introduces the student to a broad overview of the program and focuses on establishing the training climate and environment, it is recommended that students begin their apprenticeship rotations (one site per grading period) the first week of the second nine week grading period.

Physical Facilities

The facilities used for teaching the first year pilot programs of Early Childhood Professions I and II, at Georgetown High School, Georgetown, Texas, and Marble Falls High School, Marble Falls, Texas, were based on campus, in student classrooms. The teachers and their students had access to home economics student classrooms with all-purpose home economics laboratories. The laboratory rooms contained a sink, oven, range, refrigerator, washer, dryer, sewing machine, mirror, tables and chairs. Both high school pilot programs were located on the first floor of the school building. Marble Falls operated a campus-based Child Care/Education Center and Georgetown High School sponsored an in-district Child Care/Education Center.

Apprenticeship Sites

Early Childhood Professions I & II instructors carefully selected placement sites for students. Apprenticeship sites for secondary and postsecondary students should be based on the following:

Criteria

1. Developmentally appropriate curriculum
2. Children served
3. Pleasant atmosphere for children and staff
4. Training of the staff
5. Licensed

6. Health and safety factors
7. Location

Suggested Training Sites

1. On-site (high school or college campus) child development center
2. Pre-kindergarten, kindergarten classroom
3. Head Start. REACH Program
4. Licensed private child care center
5. Non-profit child care center (federally funded or church related)
6. For profit franchised child care center
7. Department of Human Services social work
8. School-age child care program
9. Elementary counselor
10. Licensed infant care program

SUGGESTIONS FOR APPLICATION:

PHYSICAL FACILITIES:

Beyond the obvious comment that a school's resources will dictate how elaborate a classroom will be, and that a room must be large enough to accommodate the number of students enrolled, the room should be large enough to accommodate the following situations:

1. Creating teacher made activities for use with infants, toddlers, preschool, and school-age children.
2. Designing themes for interest centers.
3. Simulating center-based teacher/child, staff/staff interactions.
4. Practicing safety, health principles and Department of Human Services Minimum Standards For Day Care Centers.

It is recommended that the room be large enough to allow space for student desks or tables and open space for floor work; simulations, project creations. Examples of appropriate facilities are illustrated on pages 3-18 and 3-19.

Campus-based or in-district child care/education centers enhance the Early Childhood Professions program, but are not required for implemententation of the Tech Prep program.

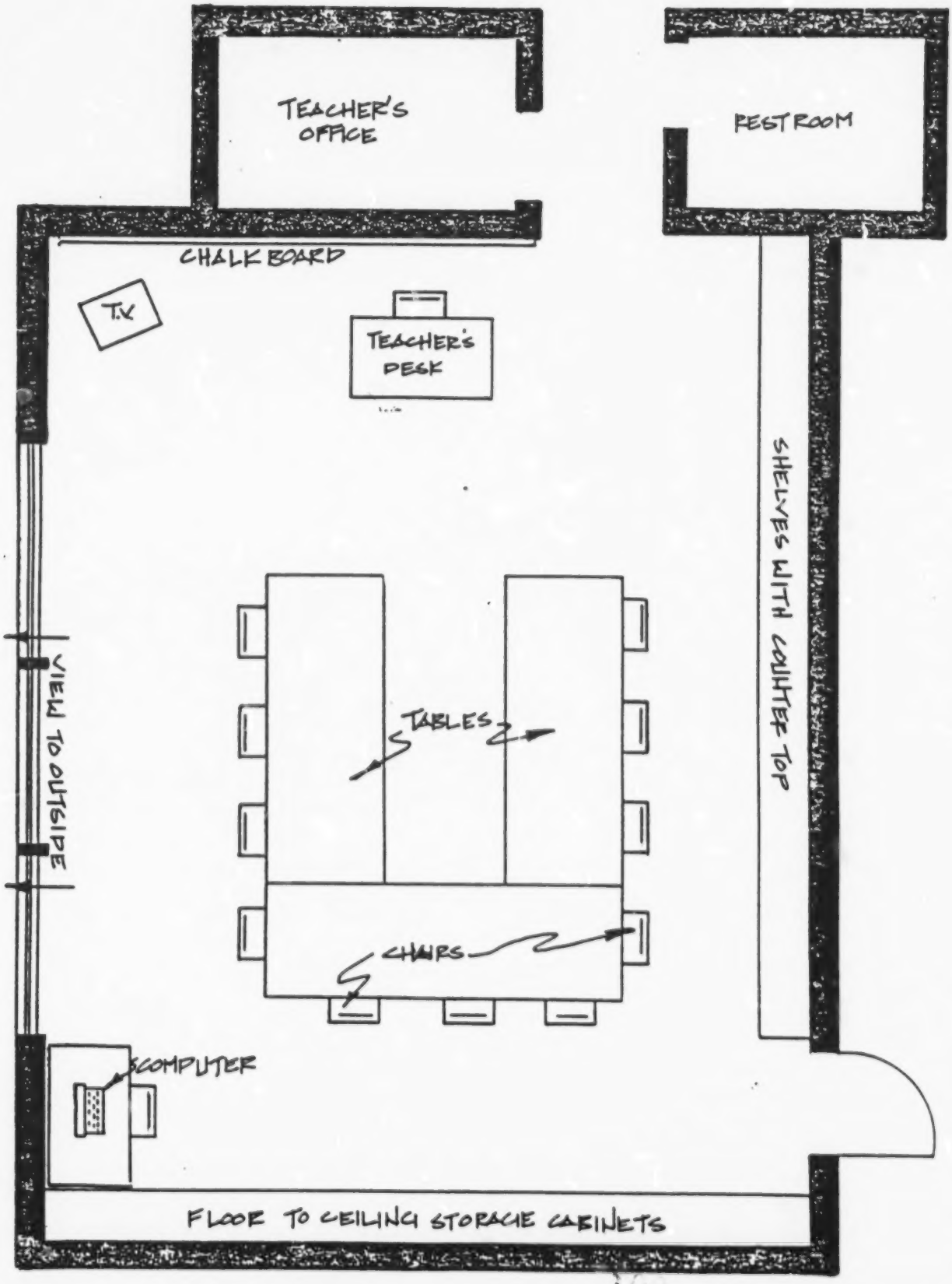
APPRENTICESHIP SITES:

Apprenticeship sites will represent a diverse enrollment based upon the program type and age range of children served, and students need to experience real work situations. At the same time, Early Childhood Professions instructors should carefully select placements for students to insure the best conditions for mastery of competencies. Classroom instructors should take the following steps in selecting a site:

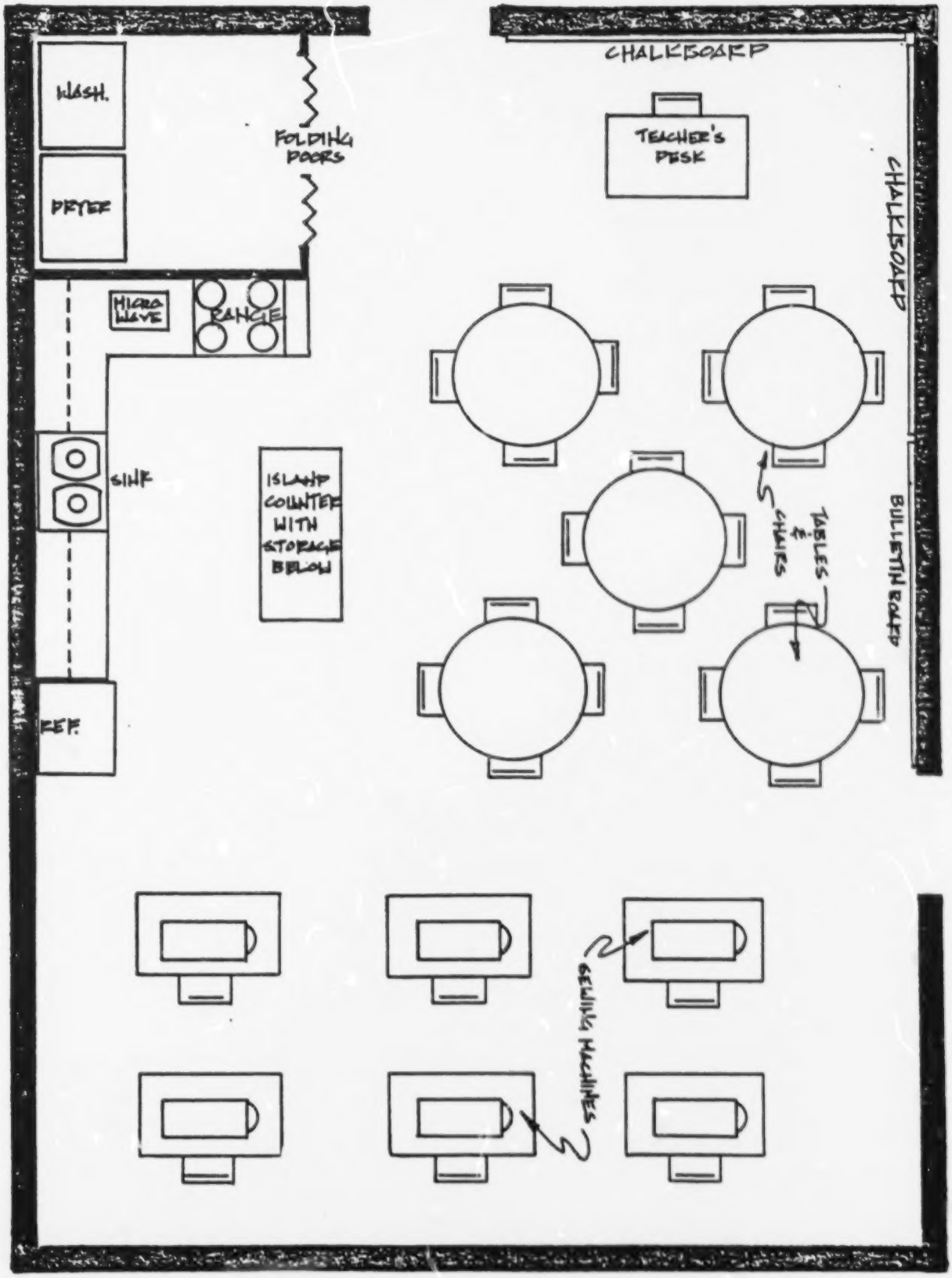
1. Make a list of possible apprenticeship sites in community.
2. Determine centers/facilities which meet licensing requirements.
3. Phone center director/placement mentor to discuss ECP Tech Prep program

objectives and student role at site. (Distinguish between objectives of Tech Prep program and objectives of other high school vocational programs director may be familiar with)

4. Determine potential collaborative relationship between school/apprenticeship site.
5. Make appointment to meet with director/mentor and visit facility.
6. Choose apprenticeship sites based on established criteria, visits with /mentors, teachers and tour of facility.



STUDENT CLASSROOM



STUDENT CLASSROOM WITH ALL-PURPOSE HOME ECONOMICS LABORATORY

Tools And Equipment

According to the tri-agency, "Equipment must be adequate and appropriate for the program to serve the anticipated number of (Tech-Prep) students. Joint use of facilities and provisions for resource sharing among consortium participants is encouraged" (THECB, Mar 1992).

SUGGESTIONS FOR APPLICATION:

A suggested list of supplies and equipment for secondary and postsecondary Early Childhood Professions classrooms are listed on pages 3-20 to 3-22. For schools who plan to organize on-site child care facilities in conjunction with the Early Childhood Professions program, a supply list for infant, toddler, and preschool programs are detailed in *Parenting Education For School-Age Parents*, available from the Vocational Home Economics Department, Texas Education Agency.

Many classroom materials and supplies can be obtained at no cost from local merchants. A "Scrounge List" example is given on pages 3-22 to 3-23. Many of these materials are normally discarded; if teachers contact local businesses, shops or factories, and make their intentions known, the businesses are quite often willing to share discards with them.

GENERAL SUPPLIES
FOR EARLY CHILDHOOD PROFESSIONS COURSES

For All courses--
Have in classroom or access to:

- Overhead projector
- Transparencies
- Overhead projector pens
- VCR
- TV or TV monitor
- Cart
- Blank VCR tapes
- Camrecorder
- Camera
- Slide projector
- Chalkboard/chalk
- 16 mm projector
- Filmstrip projector
- Audio cassette player/recorder
- Blank audio cassettes
- Autoharp or record player
- Computer/Computer software
- Bulletin Board
- 4 drawer file cabinet(s)
- Typewriter
- Xerox or duplicating machine

For Safety, Health, Nutrition, And related units in ECP I & II

- Thermometers
- Resusci- Annie (complete)
- Resusci-child
- Resusci- baby
- Stop watches
- First aid kit (complete)
- Access to oven, sink, stove, refrigerator

For Early Childhood Professions I & II, All Learning Environments... courses:

Art Supplies:

clay
glue
posterboard
posicle sticks
scissors
fabrics
crayons, felt markers
colored chalk
glitter

Assortment of papers:
tissue, construction,
newsprint, finger paint
paper, computer, novelty,
drawing paper, cardboard
buttons, stickers
yarn
water colors
liquid starch

food coloring
felt
toothpicks
flour and salt
paper plates
feathers
string
soap flakes
straws

LANGUAGE ARTS:
Assortment of developmentally appropriate children's books
Assortment of music tapes, records
finger, stick puppets
flannel, story boards

WOODWORKING, CONSTRUCTION:
Saw, hammer, wood
protective visors
workbench
screws, nails, bolts
gloves
pegboard

MATH, SCIENCE:
Blocks
Printed patterns
cut-out patterns
Unifix cubes
wipeoff crayons
pictures of objects
coins
boxes of different sizes
real or plastic fruit
same,different sized, shaped toys
keys
animals, insects
fish pond or aquarium
foods with different textures, tastes
ingredients for a recipe
different sized bowls and spoons
puzzles
string

DRAMATIC CENTER:
Dress- up clothes for a variety of roles
dolls, doll beds, play sink, oven, refrigerator
real telephone (unplugged)
bed or cot
rug
small sofa couch or chair
ironing board
play dinnerware
table, chairs
blanket

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Scrounge List of Free Materials*

Contractors and Building Supply Companies
lumber, pipes and wire, wallpaper, linoleum, tiles, molding wood, sawdust, wood curls.

Teachers can make arrangements to go to a construction site when a job is being finished; Site supervisors will let you collect the scrap building materials.

Plastics Company
trimmings, cuttings, tubing, scrap plastic and plexiglass

Electronics Manufacturers
styrofoam packing, printed circuit boards, discarded components

Lumber supply companies and furniture factories
scrap wood, damaged bricks, concrete blocks, doweling, sawdust, wood scraps for carving.

Hardware stores
sample hardware books, sample tile charts, linoleum samples

Rug companies
sample swatches, end pieces from rugs, cardboard dowels

Supermarket and outdoor markets
cartons, packing materials, fruit crates, large cardboard and materials from displays, discarded cardboard display racks, styrofoam fruit trays.

Department stores
fabric swatches (drapery and upholstery samples), rug swatches, corrugated packing cardboard, sample food cans and boxes, packing boxes from appliances such as washing machines, refrigerators, etc., fabric bolts.

Electric power company (Call their public relations department)
telephone poles, wooden cross arms, steel ground rods, wire, large spools that can be used for tables, assorted packing material

Garment factories and button manufacturers
A great source for accumulating a wide variety of materials-- yarn, buttons, scraps, decorative tape.

Camera manufacturers
cameras (on loan)

Billboard companies
pieces of billboard to use as posters, wall coverings.

* Reprinted with permission: The Child Development Center, Central Texas College, Killeen, Texas.

SCROUNGE LIST-- Continued

Ice cream stores
3-gallon ice cream containers

Airlines
plastic cups

Architectural firms, upholsterers, textile companies, floor covering firms, kitchen counter and cabinet makers, wallpaper and paint stores
color samples, wood, linoleum and tile samples, formica squares, wallpaper books and scraps of all sizes

Bottling firms
bottle caps, large cardboard tubes

Cleaners and Tailers
buttons, hangers, scrap material

Restaurant
ice cream containers, corks, boxes, and cartons

Large food, candy, and soap manufacturers
sample cans and boxes

Plumbers and plumbing supply companies
wires, pipes, tile scraps, linoleum

Tile and ceramics companies
scraps of ceramic and mosaic tile; tile by pound (inexpensive)

Paper companies
unusual kinds of paper are often available free in the form of samples, end cuts, or damages sheets. Paper is delivered to paper companies in large cardboard tubes which are usually discarded. These make good chairs, tables, cubbies, etc.

Metal spinning companies
shaving and scrap pieces

Junk Yard and scrap metal yards
unlimited possibilities! Wheels of all shapes and sizes, all kinds of gears and moving parts from clocks, radios, fans, cars, irons, toasters, etc. Handles from doors, cars, knobs, brromsticks, hinges, fittings, broken speakers for magnets.

NOTE: Be on the lookout for packing materials wherever you go. Depending on the nature of the factory or business, packing materials come in an infinite variety of materials, shapes, and sizes.

Student Performance Exams

2+2 Early Childhood Professions pilot instructors used teacher-prepared tests and performance situations to assess student performance during the first year of the program. Teachers were required to measure student knowledge and/or performance on a criterion-referenced test or evaluation inventory, not a normative-based test. The student's performance was measured and evaluated using criteria that was predetermined by a performance level equal to that required by new employees in the occupation.

SUGGESTIONS FOR APPLICATION:

A criterion-based testing procedure must be established for each enabling objective (task). According to Sax in *Principles Of Educational And Psychological Measurement And Evaluation*, examinations should contain items that represent the most important and clearly stated objectives. Teachers should construct items that adequately sample subject matter from all the topics that are to appear on the test. The most effective way to ensure adequate representation of items is to develop a two way grid called a *test blueprint*.

According to Sax the following criteria should determine the approximate number of items for each objective:

1. The relative importance or weight assigned content areas.
2. The relative emphasis given to the levels of complexity in Bloom's taxonomy.
3. The amount of class time devoted to each topic.

For measuring cognitive enabling objectives, Sax recommends multiple choice tests for a number of reasons:

1. Great versatility in measuring objectives from the rote knowledge level to the most complex level.
2. The teacher can sample a substantial amount of course material in a short amount of time.
3. Scoring is objective, since little interpretation is needed to count the number of correct responses.
4. Teachers can construct multiple choice items that require students to discriminate among options that vary in degree of correctness.
5. Because multiple choice tests have from three to five options, they reduce the effects of guessing.*

For measuring application of the task (performance), the student should have an opportunity to display mastery on at least three occasions after adequate time has been given for practice of the job skill.

The Carl Perkins Education Act has funded projects to develop test-item banks and/or competency exams for a number of occupation-specific courses. Curriculum material centers and colleges which are developing test-item banks and competency exams and other performance exams may have documents available. See page 8-3 for possible sources.

*Reprinted with permission from *Principles Of Educational And Psychological Measurement And Evaluation* by Gilbert Sax, Belmont, California: Wadsworth Publishing Company, 1980.

For those desiring to construct teacher made tests, Sax's book provides step-by-step explanations and procedures.

Student Monitoring And Follow-Up

A student monitoring and follow-up tracking system was being deliberated by the tri-agency when this manual went to press. Under discussion was a student follow up system that would be developed through the Texas Education Agency, the Coordinating Board, and the State Occupational Information Coordinating Council (SOICC), as described in Section H of "Tech-Prep Associate Of Applied Science Degree Program Approval" of the March 1992 *Guidelines*.

SUGGESTIONS FOR APPLICATION:

For more information about follow up systems for Tech-Prep programs, contact your regional Tech-Prep Consortium Project Director, Tech Prep Program directors at the Texas Education Agency, the Higher Education Coordinating Board, or the National Tech Prep Clearinghouse Of Resources.

Program Implementation

Tips For Successful Implementation

"The development and implementation of Tech-Prep associate of applied science degree programs requires a substantial commitment from participating school districts and colleges."
(THECB, March 1992)

The two secondary school districts who formed Tech-Prep articulation partnerships with Central Texas College to pilot Tech Prep Early Childhood Professions I and II, Georgetown and Marble Falls, had been involved in 2+2 statewide user's groups, and voiced a commitment to a more coordinated, structured degree plan for their general track students. Central Texas College, Georgetown, and Marble Falls followed the approach of other schools across the nation who had initiated and sustained Tech Prep programs. These schools have similar stories to tell about the components that are required for successfully implementing Tech Prep programs.* They agree that while appropriate marketing strategies strengthen a new program, successful activation of Trep Prep is contingent upon:

1. **An understanding of Tech Prep by all participants**
   A. Teachers, counselors, administrators, and school board members must be convinced that the Tech Prep program will move the majority of students from a general program to an improved, structured degree plan that gives them marketable skills upon graduation. This understanding and belief is vital to successful implementation and maintenance of the program.

   B. Factual information about student achievement (e.g. higher math scores) in programs with longevity, such as Richmond County, N.Carolina, must be provided to illustrate that Tech Prep is not another educational fad.

2. **Establishing an advisory committee early in articulation planning.**
   The advisory committee, made up of those affected by training program objectives: vocational education directors, teachers, principals, school board members, industry representatives, college faculty, college deans, high school and college counselors, and education agencies are involved from the beginning and continuously.

   Effective advisory committees:
   A. Focus on student needs rather than on individual turf.

* To hear more success stories, contact the Center For Occupational Research And Development, 601 C Lake Air Drive, Waco, Texas. 76710.

B. Communicate with each other frequently and continuously through memos, information letters.
C. Define their purpose.
D. Set goals and establish objectives to meet goals.
E. Establish who will manage the overall Tech Prep Program at the start.

3. **Secondary superintendents, college presidents giving leadership and completely backing the program publicly.**

A. CEO's of participating institutions are involved in informative meetings, curriculum development, and implementation.
B. School superintendents, college presidents make strong positive statements about Tech Prep programs and their commitment to them.

4. **Involving teachers in the project from the beginning and continuously.**

A. Instructors, suitable to the proposed course of study, should be involved from the first Tech Prep meeting throughout its life, to include developing and/or adapting, and finalizing the curriculum to be taught.
B. High school teachers receive enough time and money to attend meetings, visit other successful programs and industry sites.
C. Teacher release time is provided to present Tech Prep information to faculty, students.
D. Selected and/or involved teachers are positive about the program and want to be directly involved in its implementation.

5. **Involving counselors in developing/implementing plans early in the process and continuously.**

A. Because counselors are key to program success (They are directly involved with student course choices), they need to be included in information meetings early in the project.
B. Counselors are supplied with brochures, information videos, posters, etc., to promote the program.
C. The Tech-Prep administrator/targeted instructor meets with the counselor to establish strategies to identify and recruit targeted students.
D. Counselors set up college campus/industry tours before the course forecasting season for the targeted students.
E. The counselor works with the class scheduling manager to insure that Early Childhood professions classes are scheduled during the morning hours, before children's naptime.

6. **Involving university level professors, administrators from the start.**
   To reach upper level occupational objectives on a career ladder, 2+2+2 is ultimately needed. Invite department chairpersons who prepare students for upper level occupational positions to participate from the start.

7. **Involving business and industry as much as possible.**
   A. Form business/ school partnerships.
   B. Students visit industry sites in and out of region, and counselors bring industry representatives to students for presentations, and as mentors during degree plan course of study.

8. **Starting Small.**
   A. Begin with one or two programs that are winners.
   B. Select programs where vocational/technical faculty members are open to change.
   C. Always start with a program that industry/region needs and students desire.
   D. One successful program will convince other departments to join.

9. **Developing/Utilizing A competency-based curriculum.**

SUGGESTIONS FOR APPLICATION:

The common elements for successful implementation can be adapted for use in a school's self-study during various phases of Tech Prep program development and/or implementation. Using the elements in a checklist can help take the temperature, so to speak, of the program.

At the secondary level, the success of the secondary program depends, to a large degree, upon class scheduling. Students spend four hours each week during ECP I, and six hours each week during ECP II, observing teachers/caregivers with young children, and in apprenticeship situations. Scheduling ECP class during the morning hours, when young children are awake, is extremely important.

Qualifications Of Instructional Staff

"Tech Prep high school personnel must be approved by the local education agency (LEA) or an approved teacher training institution, and college personnel must be approved by local higher education institutions which with all current requirements for teachers and facilities outlined by TEA or the HECB. Institutions may request individual waivers as required" (TEA, THECB, March 1992).

Pilot program instructors at Georgetown High School and Marble Falls High School were vocational home economics certified, and each had more than 10 years of teaching experience in home economics, and at least five years of teaching experience in child development. Beyond the required/recommended teaching qualifications of an Early Childhood Professions instructor, the individual should model the characteristics/skills s/he wants students to possess and or/acquire.

EARLY CHILDHOOD PROFESSIONS TEACHER CHARACTERISTICS INVENTORY
*AN EFFECTIVE TEACHER:

Personal Qualities And Classroom Presence

1. Acts relaxed and comfortable, yet alert.
2. Maintains good eye contact with all students.
3. Speaks with a voice that is quiet, calm, and firm, sending messages that are direct and clear.
4. Has a special voice for talking to children.
5. Has a clean, healthy, professional appearance, and wears clothes appropriate to the day's work.
6. Listens carefully and respectfully.
7. Has a high tolerance for a variety of noise and movement and doesn't expect order every moment.

Teaching Styles And Strategies

8. Enjoys children and students, and expresses genuine interest in them.
9. Is willing to learn from children/students.
10. Is able to focus on individual students while being aware of what is happening throughout the classroom.
11. Relates to each student's personality and developmental level.
12. Uses positive statements.
13. Is empathetic--able to feed back to the student an understanding of the feelings behind words or behavior.
14. Makes opportunities for one-to-one learning activities with students.
15. Remains in control in startling or difficult situations.
16. Enjoys humorous incidents with students; enjoys laughing with them.
17. Actively participates with students; has a plan for each day.
18. Sets consistent, realistic rules and guidelines; focuses on the behavior, not the student.
19. Shows enthusiasm for the day, coming up with new and interesting ideas.

20. Supports cultural differences.

Environment/Climate

21. Creates an environment where students are comfortable enough to verbalize their feelings.
22. Creates an atmosphere that is comfortable.
23. Provides an organized, structured schedule.
24. Facilitates social interactions among students.
25. Questions and explores with students so that all can learn through discovery.
26. Maintains an organized, clean classroom.
27. Tends to repairs.
28. Considers the outdoors part of the learning environment.

Relationship To Other Teachers

29. Accepts criticism and is responsive to changes.
30. Gets along well with others.
31. Asks for help when needed.
32. Is quick to express approval and support for other staff.
33. Is willing to listen to suggestions and other ideas but is not a *yes* person.
34. Is slow about making judgments and is sensitive about sharing negative feedback.
35. Shares leadership when necessary, leads when necessary, steps back when necessary.
36. Risks sharing of self and abilities, ideas and strengths.
37. Is a team player.

Relationship To Parents

38. Communicates with parents when necessary.
39. Schedules parent conferences when needed.
40. Involves parents in their children's career interests, goals.
41. Uses the insights of parents about their children.
42. Is available to parents.
43. Assists parents with goals for their children.
44. Is able to make parents aware of their strengths.
45. Does not discuss a child's behavior when he is present.

Professional Responsibilities

46. Attends regular staff workshops and professional development training.
47. Attends to all four areas of human development in planning-- affective, social, psycho-motor, and cognitive.
48. Conscientious effort to expand knowledge of good early childhood teaching.
49. Willing to try something new-- not afraid to risk failing/mistakes.
50. Manages time well.

*Adapted from *Child Care Information Exchange*. Exchange Press. April 1989.

SUGGESTIONS FOR APPLICATION:

RECOMMENDED SECONDARY TEACHING QUALIFICATIONS: Beyond a bachelor's degree and certification in vocational home economics, the Early Childhood Professions teacher should have certification in early childhood education AND/OR advanced training in an early childhood education environment to meet requirements of certification.

POSTSECONDARY TEACHING QUALIFICATIONS: A bachelor's degree (master's degree preferred) in early childhood education or child development plus three or more years of experience in a setting which serves young children is essential.

RECOMMENDED CHARACTERISTICS OF ALL EARLY CHILDHOOD PROFESSIONS TEACHERS: When considering instructors for the program, the teacher characteristics inventory is an effective tool to use as a criterion for selection.
If selected to teach in the Tech Prep early Childhood Professions program, the instructor should use the teacher characteristics inventory as a self-evaluation checklist for setting professional goals.

Articulation Agreements

Articulation Agreements

> "As a process, articulation is the coordination of policies and practices among sectors of the education system to produce a smooth flow of students from one sector to another. As an attitude, it is exemplified by the willingness of educators in all sectors to work together to transcend the individual and institutional self-interest that impedes the maximum development of the student. As a goal, it is the creation of an education system without artificial divisions, so that the whole educational period becomes one unbroken flow, which varies in speed for each individual, and which eliminates loss of credit, delays and unnecessary duplication of effort."
>
> W. Henry Con, James Hardy
> North Carolina Association Quarterly

As discussed earlier in the manual, independent school district-community college Tech Prep partnerships must be formally agreed upon and approved by the Texas Education Agency and the Higher Education Coordinating Board. The application must include:

1. Letter of intent, signed by the chief administrator of each participating institution and the president of the appropriate Higher Education Regional council (as required).

2. Specific program(s) that are requested, date(s) of implementation, and anticipated date of the application.

3. Signed program-specific articulation agreements which clearly specify the expectations and commitments of the participating institutions, as well as participating students.
(THECB, March 1992)

At Central Texas College, two documents were used to articulate the 2+2 Tech Prep Early Childhood Professions program. A school to school agreement was first approved and signed by the independent school district's school board president and by the college board of trustees president. Then, a department to department agreement was signed. For Tech Prep Early Childhood Professions, the high school child development teacher and home economics chairperson agreed in writing with the child development department chairperson from Central texas College to articulate Early Childhood Professions I with Introduction to Early Childhood Education for a specific number of college credit hours and to articulate Early Childhood Professions II with Curriculum Resources and Introduction to Center Operations. These department to department agreements were then reviewed, approved, and signed by the independent school district superintendent and the college chancellor or president. Examples of articulation agreements used by Central Texas College and independent school districts follow.

CENTRAL TEXAS COLLEGE
ARTICULATION AGREEMENT

AGREEMENT made this ____ day of _____, 1992, between the board of trustees of the Central Texas College District, P.O. Box 1800, Killeen, Texas 76540-9990, hereinafter referred to as "CTC," and the Georgetown Independent School District, hereinafter referred to as "LEA" (Local Education Agency).

RECITALS

The purpose of this agreement is to approve the mechanism by which college credit is awarded to students who successfully meet the articulation criteria. Articulation is defined as an agreement by CTC and secondary local education agency that common educational objectives, content, and student competencies exist. Based on the identification of common course content and exit competencies, an appropriate arrangement can be made to award college credit for those courses for which the student has achieved the competencies required in the corresponding college course. Articulation will be based on specific course content and evaluation criteria agreed upon by both institutions and does not require additional testing or challenge examinations for the award credit.

AGREEMENT

Under this articulation agreement, the following conditions of articulation are hereby set forth:

1.01 The student must meet all CTC admissions requirements and be officially enrolled in CTC to be eligible for credit via articulation.

1.02 High School students enrolled under the early admission program must graduate from high school before articulation credit can be granted.

1.03 The student must have an official high school transcript on file with the CTC Records Office.

1.04 The student must initiate an official degree plan with the appropriate CTC counselor at the time of enrollment.

1.05 The department manager or his/her faculty designee will be responsible for evaluating the official high school transcript and recommending articulation credit based on the stated conditions in the applicable Articulation Plan. This recommendation is approved by the department manager and forwarded to the Records Office for implementation.

1.06 Enroll in CTC within 16 months after graduation from _____ High School. Credit for high school courses taken beyond the 16 month limit may be granted through petition to the Dean of Instructional programs.

1.07 The student must meet all conditions of the articulation credit stated in the specific Articulation Plan which covers the requested courses.

1.08 All specific Articulation Plans will be on file with CTC Records Office, the appropriate department manager, the Dean of Instructional Programs, the counselor's office and LEA.

1.09 The CTC department manager will review all Articulation Plans with the LEA representatives to evaluate any changes in competencies, content, or standards. As a minimum, this review will be conducted each two years.

1.10 In addition to the courses for which students are granted credit by the Articulation plan, students may also receive credit for courses through procedures that are already in place such as the American College Testing program (ACT), Scholastic Aptitude Test (SAT), College Level Examination Program (CLEP), and challenge examinations. Details of these procedures are in the college catalogue or may be obtained from a counselor.

1.11 This agreement shall commence upon the date of execution of this agreement and shall continue until such time as the agreement is terminated.

1.12 This agreement may be terminated in whole or in part by either party giving a full thirty days notices in writing to the other party. Such notice shall be sent by certified mail, return receipt requested, to the address of the respective parties listed above. However, such termination shall not take effect with regard to students already enrolled, until such time as those students have completed their respective courses.

Executed at _____, Texas on the day and year above mentioned.

BOARD OF TRUSTEES OF
CENTRAL TEXAS COLLEGE
DISTRICT:

_____

President

ATTEST:

_____

Secretary

BOARD OF TRUSTEES

_____

President
Georgetown Independent School District

ATTEST:

_____

April 4, 1991
Revised: _____

CENTRAL TEXAS COLLEGE DISTRICT
CENTRAL TEXAS COLLEGE
ARTICULATION PLAN

Department: Child Development

Program: Associate Degree in Applied Science

The purpose of this instrument is to document the approval of an Articulation Plan for specified courses and/or programs in the above noted department and program between the Central Texas College District (CTC), Post Office Box 1800, Killeen, Texas 76540-9990 Georgetown Independent School District, hereinafter referred to as "LEA" (Local Education Agency). The approval for articulation credit to be awarded based on this Articulation Plan has been provided for in the Articulation Agreement previously signed by officials from CTC and the above mentioned LEA.

This document provides a mechanism to enable students who have completed specified courses and/or programs at the above mentioned LEA under specific conditions of articulation to be granted college credit by articulation. The course(s) articulated via this document are:

LEA COURSE NAME AND NUMBER	CREDITS AWARDED	CTC COURSE NAME AND NUMBER	CREDIT HOURS AWARDED

(Additional courses may be listed on a separate page.)

The conditions of the Articulation Plan were formulated through meetings with representatives

from both institutions based on an agreement of evaluation criteria, course content, and exit competencies. Under the articulation agreement, the following conditions of articulation are hereby set forth:

1.01 The students must meet all CTC admissions requirements and be officially enrolled in CTC to be eligible for credit via articulation.

1.02 High school students enrolled under the early admission program must graduate from high school before articulation credit can be granted.

1.03 The student must have an official high school transcript on file with the CTC Records Office.

1.04 The student must initiate an official degree plan with the appropriate CTC counselor at the time of enrollment.

1.05 The department manager or his/her faculty designee will be responsible for evaluating the official high school transcript and recommending articulation credit based on the stated conditions in the applicable Articulation Plan. This recommendation is approved by the department manager and forwarded to the Records Office for implementation.

1.06 Enroll in CTC within one year after graduation from Georgetown High School. Credit for high school courses taken beyond the 16 month limit may be granted through petition to the Dean of Instructional Programs.

1.07 Earn a grade of C or higher for at least six credit hours in the articulated program while enrolled at CTC.

1.08 The student must have successfully completed specific high school course(s) and received a grade of 80% or better in order for credit to be awarded.

1.09 In addition to the specific conditions outlined above, the following special requirements

must be met for the awarding of credit: Check here if none _____

Student is to maintain an 80% average or better for the semester and receive at least an 80 on the final exam.

1.10 The CTC department manager responsible for the above mentioned department will initiate a biennial review of this Articulation Plan with the LEA representatives to evaluate any changes in competencies, content, or standards.

1.11 This agreement may be terminated in whole or in part by either party giving a full thirty (30) days notice in writing to the other party. Such notice shall be sent by certified mail, return receipt requested, to the address of the respective parties listed above. However, such termination shall not take effect with regard to students already enrolled until such time as those students have completed their respective courses.

Attachments:

Course descriptions of high school courses being articulated.

Course descriptions of CTC courses being articulated.

Specific exit competencies for courses being articulated for credit.

Other supporting materials as appropriate.

Articulating Institutional Representatives:

By the signatures below, the institution acknowledges a commitment to effectively accommodate the conditions of articulation attached:

(PLEASE SIGN WITH BLACK INK!)

_____
Current Date

CENTRAL TEXAS
COLLEGE DISTRICT:

_____
Department Manager
Central Texas College

_____
Dean, Central Texas College,
Central Campus

_____
Deputy Chancellor for
Texas Campuses

ARTICULATING LEA:

_____

_____
Signature and Title

Vocational Supervisor
Georgetown High School

_____
Signature and Title

_____
Signature and Title
(One or more signatures

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Program Promotion

For More Information

Any of the following people can help you find out more about the 2 + 2 Early Childhood Professions Program:

Mary Martin Patton
Marilyn L. Harriman
2 + 2 Project Directors

Central Texas College
P.O. Box 1800
Killeen, Texas 76540
(817) 526-1692

or

Catherine Mason, *Department Manager*
Child Development

Central Texas College
(817) 526-1900

or

your school counselor

This brochure was produced pursuant to the 2 + 2 grant supported by the Carl D. Perkins Vocational Education Act (Title II, Part B), administered by The Texas Education Association and the Texas Higher Education Coordinating Board.

Begin Your Career in Early Childhood Professions

2 + 2

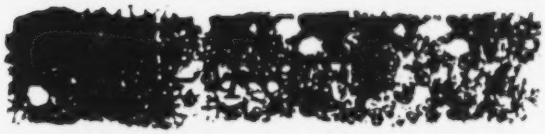
EARLY CHILDHOOD PROFESSIONS

Now!

Today business and industry demand professionals who are prepared for occupations that require more than four years of high school but less than a baccalaureate degree. 2 + 2/Tech Prep will prepare you to meet this demand by giving you an opportunity to study a specific career field your junior and senior years of high school and your freshman and sophomore years of college.

You can find success in 2 + 2/Tech Prep right here in Central Texas. Your high school and Central Texas College (CTC) are offering a 2 + 2 Program in Early Childhood Professions. By enrolling in the program you will:

- *Earn college credit while in high school*
- *Learn skills for real jobs and careers available now and in the future .*
- *Find your career path and move easily from high school to CTC.*
- *Take courses in high school that you won't have to take again at CTC.*



2 + 2 Prepares You For The Future!

The program offers multiple exit points after high school and during college. You'll receive solid, marketable skills in Early Childhood Professions at every step of your training. High school classes in Early Childhood Professions will get you started. From there you can choose a two or four year college degree program leading to a higher salary, and a wide range of career choices and opportunities.

Child care professions are for you if you:

- *Enjoy being with children.*
- *Are patient.*
- *Have a sense of humor.*
- *Have strong communication skills.*
- *Are comfortable working with different types of people.*
- *Are organized.*

What are the duties of a Child Care Professional?

Child Care Professionals perform a wide variety of tasks depending upon the specific child service area they pursue. All early childhood professionals guide and facilitate the development of the whole child. They are engaged daily in problem solving, teaching and nurturing activities.

What careers are available?

Employment in all areas of child services, particularly care of young children, is rapidly expanding in Texas, as well as throughout the country.
Demand is high in many jobs including:

- *Child care assistant*
- *Child care teacher*
- *Child care director*
- *Nanny*
- *Pre-school, kindergarten teacher*
- *Elementary teacher*

What is the future outlook for early childhood careers?

Demand for early childhood care and education is increasing rapidly. The increase is projected through the year 2010. Employment opportunities will be excellent in both metropolitan and rural areas in child services.

*You'll study child development, and apply what you've learned while working with children in supervised learning activities. You'll also survey job skills and career opportunities. The key courses you will want to take in the elective part of your high school program are Early Childhood Professions I and II.**

In addition, you will take as many of the following courses as possible:

- *Psychology*
- *Four years of English*
- *Speech*
- *Math Through Algebra II*
- *Science*
- *Art*

**Completion of these courses will earn you college credit at Central Texas College.*

To become an Early Childhood Professional, you will probably want to choose one of the following options, that include general education courses.

Option 1	*1 year program preparing for a Child Development Associate credential, exiting to the work force.*
Option 2	*2 year program leading to an AAS degree in Child Development , exiting to work force.*
Option 3	*2 year program leading to an AAS degree with a Special Child Certificate, exiting to work force.*
Option 4	*2 year program leading to an AAS degree with Child Development Administrator credentials, exiting to work force.*
Option 5	*2 year program leading to an AA degree, exiting to upper division courses at a four year college.*

All students are advised to seek the guidance of their high school and/or Central Texas College counselor to ensure that the courses taken will help them in the successful completion of their career goals.

Transferring to a Four Year College

CTC is accredited by the Southern Association of Schools and Colleges. Core courses will transfer to upper division schools. See your college counselor for the exact requirements for the degree you want to pursue.

Promoting The Tech Prep Program

Needs Assessment

Promoting the Tech-Prep Early Childhood Professions program involves many activities. An important first activity is conducting a needs assessment. Two kinds of assessments were made to determine early childhood professional training needs in central Texas: determining a need for additional employees in the workplace, and determining the education and training requirements needed for new and existing employees.

SUGGESTIONS FOR APPLICATION:

Because the occupation of preschool teacher is ranked third in the number of annual technical occupational openings in Texas (Quality Workforce Planning, October 1991), because the turnover rate for child care/education providers is 40% annually, and because training of early childhood professionals is disparate throughout the state, there is no question that Tech Prep Early Childhood Professions fulfills a critical need. However, before implementing the 2+2 Tech Prep Early Childhood Professions Program, school and industry leaders must determine local needs. Identification of targeted students, career interests of students, and verification of community child care/education needs, are critical to successful implementation and promotion of the Tech Prep program.

Secondary Student Needs

The 2+2 Tech Prep Early Childhood Professions Program targets the student who is interested in a variety of careers in child development: Child care/education teacher or director, pediatric nurse, nanny, and child psychologist are a few. Early Childhood Professions I and II are designed to introduce the student to a broad range of career possibilities in the field, and to lay a foundation of understanding in the development and care of young children, newborn through pre-adolescence.

After completing Early Childhood Professions I and II, students will exit to the workforce or continue in postsecondary study for advanced technical training. The program is not designed solely for students exiting to the workforce after high school or continuing at a junior college. 2+2 Tech Prep Early Childhood Professions is also designed for the student who wishes to pursue a baccalaureate degree (2+4 program) in child psychology, pediatric medicine, or public preschool teaching. One of the benefits of the Tech Prep program is that it gives students an opportunity to find out if they enjoy working with young children *before* they complete four years of college coursework.

A variety of methods should be used to identify Tech Prep Early Childhood Professions students. One method would be to survey students on the general degree track. These students, identified as "the neglected majority" (Parnell, 1985) constitute 50% of the high school population and emerge from high school with no marketable skills because of the unfocused nature of their degree plan. Another way of identifying candidates is through career interest surveys of all students beginning in the eighth grade, and annually thereafter. Career interest surveys track students' needs and changing interests and help counselors determine degree plan and class scheduling requirements. A third method is to survey students involved in student clubs and programs such as the Future Teachers Of America, Junior Red Cross, Sunday School

teaching, or summer camp counseling for children.

During the needs assessment process, parents need to be involved. Parents, teachers, counselors, and students can work together to plan an appropriate high school degree plan, apprenticeship sites, and postsecondary goals.

Postsecondary Student Needs

Students who enter the Tech Prep Early Childhood Professions Program as college freshmen come to the college with diverse backgrounds and experience. Regardless of each student s experience, s/he should take a career interest survey, such as the Strong-Campbell Interest Inventory, to determine career goals and a degree plan to meet the chosen goals.

The non Tech Prep student who wishes to obtain an Associate of Science Degree With An Advanced Mastery Certificate must demonstrate mastery of competencies in Early Childhood professions I and II or take the three postsecondary bridging courses in order to go on to the next proficiency level.

Community Needs

A key element of the Tech Prep education movement is to provide students with technical and professional skills employers have identified. To that end public high school and postsecondary institutions need to determine trends in birth rates and demographic movement, projected 10 year needs in child care and education; current trends in public preschool, private and non-profit infant, preschool and after school center enrollments, and the number and types of area child care/education programs. The study should establish which programs are accredited by the Council For Early Childhood Recognition.

This kind of data will aid institutions in adapting the curriculum to meet local needs, in setting Tech Prep Early Childhood Professions enrollment goals, in helping counselors advise students on career opportunities in the region, and in helping identify types of apprenticeship experiences that are appropriate and available.

In determining birth rate trends, it is recommended that school age parents be included in the needs assessment. More than one million women under the age of 20 become pregnant each year; in 1991, Texas had the highest teenage pregnancy rate in the nation (TAEYC, October 1991). Although these statistics involve controversial and emotional issues, they also contain two facts: infants of school age parents have higher health risks than infants of older age parents, and school age parents are at much greater risk of dropping out of school. The Texas Education Agency's Parenting Education For School Age Parents Program involves the provision of child care during school hours for teen parents completing their high school degree plans.*

* For additional information on school-age parent education programs, contact the Vocational Home Economics Program, Texas Education Agency, Austin, Texas.

By implementing the 2+2 Tech Prep Program in conjunction with Parenting For School Age Parenting Program, school districts address several needs:

.Tech Prep students have a site experience location which is operated under 2+2 Tech Prep Early Childhood Professions curriculum guidelines.

.Tech Prep students have experiences with infants and toddlers; supervised training with age groups that face the most critical shortage of caregivers.

.Infants and toddlers of school age parents receive care and education based upon nationally recognized standards for care and education of young children.

.School age parents are able to complete high school because child care is provided, and thus become productive members of the workforce.

Whether or not the 2+2 Tech Prep Early Childhood Professions Program will be implemented in conjunction with the School-Age Parenting Program, a method of assessing needs must be determined. An annual needs assessment of parents (community), students, and industry (public school/private center preschool programs) is recommended for adapting the curriculum to current industry conditions, occupational aspirations, and school goals.

Mail and telephone are the most efficient routes for gathering large amounts of data. In-person interviews are beneficial for obtaining opinions from smaller numbers of groups and individuals. A telephone survey, conducted as part of the project's curriculum development process, and shown on the next two pages, provides an example of how to calculate program and student needs.

Public Relations Strategies

Once goals and objectives are established for the local high school Tech Prep Early Childhood Professions program, promotion of the program should begin. During the first year of program development, the project staff solicited interviews and were in the fortunate position of responding to requests for information, as well. Before the year was out, program staff gave presentations to a variety of audiences: child care directors and their staffs, public preschool teachers, superintendents, principals, vocational directors, counselors, high school and college instructors, parents, and students. To reach this diverse group of people, project staff embraced a public relations program approach to explain and market the program. The main goal of the public relations program was to catch the audience's attention and to deliver messages that were in harmony with the purpose and goals of the program. A logo in hot pink and cobalt blue was created and placed on stationary, the brochure, and book cover to communicate congruity.

The public relations program followed four steps:

1. Fact Finding and Feedback. This stage includes research of the audience to be reached and the message that needs to be conveyed.
2. Planning. Information from the fact-finding stage is developed into a strategy that includes budgets, targeted audience, a timetable, and which medium will be

used for each audience.

3. Action and communication. The plan is initiated: Brochures are distributed. videos are shown, presentations are given.

4. Evaluation. After each presentation is given, brochures are delivered to students, news releases are published, project staff ask others to evaluate the effectiveness of messages and means of delivering information. Adaptations are made based on feedback received.

Two main strategies were used to promote the program-- written materials and oral presentations.

Written Materials

Brochures. An information/recruitment brochure written for students and their parents was used in a variety of situations. Georgetown High School used the brochures in conjunction with a parent/student career night for vocational/technical education programs. A booth was provided for the Early Childhood Professions program which included a general information video on Tech Prep programs. The project director and school's vocational supervisor were available to answer questions. The brochure was distributed to sophomores in their English classes during forecasting week.

Folders. For meetings and presentations, cobalt blue folders were used to distribute the brochures and loose pages of information including high school and college degree plans, course descriptions, excerpts from the curriculum, the course philosophy, and an explanation of the apprenticeship training.

Newletters. The *2+2 Project Update* was written and mailed to all Texas Quality Workforce Planning directors, Tech Prep Consortium Project directors, steering committee members (past and present), and individuals who phoned for current project information. (Example on pages 6-8 to 6-10)

Press Releases. News releases were sent to the local press and to community newspapers where the Tech Prep Early Childhood Professions program was being piloted. A half dozen press releases resulted in several local articles and one feature story and photograph in a Marble Falls community newspaper. (Example on pages 6-11 to 6-12)

Use Of Letterhead. The use of a two-color letterhead in hot pink and cobalt blue was chosen to give project correspondence a professional look and to invite attention. (Page 6-13)

SUGGESTIONS FOR APPLICATION:

BROCHURE: If the budget is tight, the student information/recruiting brochure should be considered a priority item above all other promotion tools, since it has the highest potential of reaching the intended audience quickly, relatively inexpensively, and in a manner that is more

permanent than others (one can't refer back to a video promotion, for example). It can be used at school board briefings, student council meetings, counselor's waiting rooms, in a mail out to parents... its uses are virtually boundless. Colors and graphics should be used to appeal to the primary audience-- teenagers.

The following questions should be answered in the brochure:

1. What is the Tech Prep Associate Degree Plan?
2. Who is the program for?
3. Why is the program important ?
4. What are the benefits of the program?
5. Who is the person to contact for additional information?

NEWSLETTER: A newsletter is helpful for those who know about the program and are still considering implementation, or for those who have implemented and need up-to-date information about the program. The newsletter can be inserted in another related publication, such as a school newspaper, also. The newsletter should:

1. Contain short, interesting stories.
2. Be written in inverted pyramid style of writing.
3. Be set in two or more columns so it is easy to read.
4. Contain graphics and/or photographs that are eye catching.
5. Be well proofread.

PRESS RELEASES: News releases help publicize the program beyond the confines of immediate education circles and can generate community support for a whole new way of approaching education. News releases should be sent only when *real* news occurs. Examples of real news include:

1. Student award(s) or scholarships as a result of work accomplished in the Tech Prep program.
2. Special event at apprenticeship site.
3. Early Childhood Professions program award from an organization or company.
4. Conference time, date, and place where information will be given about the Tech Prep program.

Press releases should follow the specifications of the newspaper in which the information is intended. Most newspapers require that the article be typed on 8 1/2 x 11 inch paper, double-spaced, with the words "News Release" at the top. A headline is optional (It will be rewritten). It's important to include a contact person and his/her phone number. An effective article has:

1. Name, date, time of event
2. Brief description of Tech Prep
3. Description of program event, award
4. Background information about the persons involved
5. Why the event, award is important or warrants publishing

Presentations

Several kinds of presentations were given to inform Texans and others outside the state about the 2+2 Tech Prep Early Childhood Professions program.

Personal Presentation.

1. After making an appointment, meetings were held with one or more of the following individuals: the high school vocational Home Economics instructor (usually the child development teacher), a school counselor, vocational director, school principal, and school superintendent.

2. One to one conversations about the program at career nights and career fairs were effective ways of introducing the program to students, parents and school counselors.

Awareness Meetings.

1. Sessions at state, national education conferences were critical opportunities to define and explain Tech Prep and its importance to the early childhood professions field.

2. Presentations at Quality Workforce Planning meetings were instrumental in showing how the Early Childhood Professions program reflected the Texas Tech Prep guidelines for implementation.

3. High School Career Nights/Fairs gave project staff/school personnel an opportunity to sell the program to parents.

SUGGESTIONS FOR APPLICATION:

Presentations are a way to personalize the promotional approach. Eye contact, body language, tone of voice, and overhead visuals can enhance a message much more graphically than a single brochure. Used in conjunction with the brochure, presentations are a very effective way of establishing working relationships with those vital to the success of the program.

An effective school/industry personnel presentation:

1. Explains the distinguishing features of the Tech-Prep program.
2. Includes specific information about degree plans, the course of study.
3. Outlines program objectives, curriculum content.
4. Includes start up costs,possible funding, equipment costs
5. Discusses teacher qualifications, staff development opportunities
6. Outlines procedures for implementation
7. Includes handouts of pertinent information, including names, addresses and phones numbers of contact agencies, Tech Prep director.

An effective presentation to students:

1. Explains why Tech-Prep courses are important.
2. Explains how Tech Prep courses are different from other courses.
3. Describes why a postsecondary education is vital.
4. Outlines what technical programs are offered at the community college(s) their region.
5. Tells what jobs exist and the projections for the future.
6. Includes audiovisual communication on Tech Prep (videotape, multi-media, or 16 mm film) suitable for teenagers.
7. Includes a handout (flier or brochure) with a contact person and phone number.

Presentations should be targeted to education organizations such as the Texas Association For Secondary School Principals and the Texas Association For Supervision And Curriculum Development. These organizations are made up of school curriculum specialists, assistant principals and principals, deans and directors, as well as superintendents and college presidents. Professional organizations can aid in getting the Tech Prep message out and can provide an avenue for professional development in Tech Prep for school officials who are not actively involved in regional consortium. To determine current state organization addresses, contact national offices:

Association For Supervision And Curriculum Development
225 N. Washington Street
Alexandria, Va. 22314
703-549-9110

National Association Of Secondary School Principals
1904 Association Drive
Reston, Va. 22091

American Association of School Administrators
1801 W. Moore Street
Arlington, Va. 22209
703-528-0700

American Association For Counseling And Development
5999 Stev. Ave.
Alexandria, Va 22314

National School Boards Association
1680 Duke Street
Alexandria, Va. 22314
703-838-6722

2 + 2 Child Development Project Update

Number 2 Central Texas College April 1992

Project named Best of Texas

The 2+2 Tech Prep Child Development Curriculum Project was honored at a reception and dinner April 5 with a Best Of Texas award given by the Texas Corporate Child Development Fund.

The CCDF recognized institutions and companies who provide exemplary service to children and families, and demonstrate solutions to challenging problems facing families and communities.

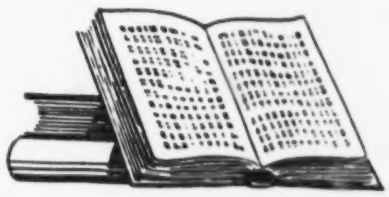
Catherine Mason, Chair of the Central Texas College Child Development Department, and Marilyn Harriman, project director, attended the festivities to accept the tribute.

Central Texas College's Tech Prep project was one of 60 programs chosen to be featured in an annual yearbook, and among 24 selected to be showcased at the Best of Texas Conference April 6-8.

The four day event was kicked off with a press conference led by state representative Libby Linebarger who plans to propose a slate of child welfare initiatives at the next legislative session in January.

Prior to the press conference a legislative forum was held. Participants had an opportunity to voice child care issues and make suggestions for solving child care problems through government and private corporations.

Copies of the **Best Of Texas Yearbook** are available for $10.00 per copy by writing to the Corporate Child Development Fund, 4029 Capital of Texas Highway S. Suite 102, Austin, Texas. 78704-7920.



Curriculum achieves national attention

During the past few months the secondary curriculum guidebooks have received some national attention.

In January the Educational Resources Information Clearinghouse (ERIC) notified the project office that the **Early Childhood Professions I and II Guides** have been selected for distribution in hard copy and microfiche to libraries throughout America. A short description of the guides will appear in the newsletter **Resources In Education** in the next few months. ERIC has asked that we send copies of the postsecondary curriculum to them when they are completed.

At the same time the National Network For Curriculum Coordination and Technical Education is making the guidebooks available on loan through their National Tech Prep Clearinghouse of Resources. According to Ruth Patton, Coordinator of the clearinghouse, CTC's 2+2 Tech Prep Child Development Project curriculum materials represent one of the few,if not only, true Tech Prep documents in early childhood education in the nation.

If you are interested in other Tech Prep materials available on loan, you can call the clearinghouse's 800 number-- It's 1-800-252-4822

TEA to offer inservice for Early Childhood Teachers

The Texas Education Agency will offer teacher inservice training at the Vocational Home Economics Conference at the Hyatt Regency in Dallas, August 3-6 for teachers of 2+2 Tech Prep Early Childhood professions I & II.

The inservice will be available to teachers who will be piloting Early Childhood Professions I or II for school year 1992-1993, according to Judith Hetherly, TEA Vocational Home Economics program Director.

Goals of the training are to strengthen teacher background and experience in early childhood education, and to provide examples of how to apply the competencies in day-to-day classroom teaching.

In the awarding of Tech Prep implementation grants to 20 consortia across the state, a number of high schools in each consortium are looking at Tech Prep Early Childhood Professions as one of the first courses to be offered in their Tech Prep program, and are applying to the agency to offer the course.

The position of preschool teacher was identified as a priority occupation by the state board of Education on March 13, and ranks third in the Central Texas region for the number of annual openings in a technical occupation field, according to Quality Workforce Planning.

Early Childhood professions is a TEA approved experimental course, and can only be offered by school districts who make special application to TEA.

Georgetown and Marble Falls High Schools have stated that they are intent on continuing their piloting of the program. Each school enrolled 13 students in Early Childhood Professions I this school year.

Project looks to 2+2+2

Project Director Marilyn Harriman will attend a national institute for early childhood professional development, sponsored by the National association For The Education of Young Children (NAEYC), June 3-7 in Los Angeles.

One of the goals of the conference, to disseminate information on states that have successful junior-senior college articulation credit agreements in child development coursework, will be helpful to one of the project's 1992-1993 objectives--strengthen junior-senior college partnerships.

Also, the conference will address licensure of early childhood teachers and early childhood special educators to include standards and qualifications for certification.

Compensation will be another issue that participants will bring to the conference, and those who have individual success stories and who have found solutions to the compensation problem are scheduled to speak.

Project's Third Year Begins July 1, 1992

An application for grant continuance is in the making for a third year of project funding. The application requests funding for the development and writing of advanced specialty courses, partial revision of Early Childhood Professions II, creation of a statewide information brochure on the program, and a travel budget for presenting information about the project and teacher inservice training.

Postsecondary courses nearing completion

Eight intermediate postsecondary courses are nearing completion after two steering committee evaluations, and director revisions.

Revisions consisted mostly of additional application tasks , including advanced teacher observation skills.

In the process of evaluating structure and content, the Curriculum Development course for children ages 3 through 8 received a course title change and was made more manageable by turning it into two separate courses: Learning Environments, Materials, and Activities For Children Ages 3 Through 5, and Learning Environments, Materials, and Activities For Children Ages 6 Through 8.

The eight intermediate courses, taken after Early Childhood Professions I and II during the junior and senior years of high school, are:

Child Growth and Development: Prenatal Through Age 8; Learning Environments For Children ages Newborn Through Age 2; Learning Environments... For Children Ages 3 Through 5; Learning Environments... For Children Ages 6 Through 8; Nutrition, Health, and Safety; Families, Community, And Staff Relationships In A Multicultural World; Guidance Techniques and Group Management; and The Child With Special Needs.

The eight intermediate child development courses are written in a 2+2 Tech Prep degree plan that allows the student several options: to exit to the workplace at the end of the third semester of college with an Associate of Applied Science degree, complete a fourth college semester, taking advanced specialty courses to earn an Advanced Associate of Applied Science degree, or transfer to a senior college to pursue a bachelors degree. Four advanced specialty courses have now been identified for the Tech Prep student's fourth college semester. Advanced specialty options include Administration, Nanny, Teacher Aide, and Special Needs.

Administration specialty courses will be included in the postsecondary guidebook to be published this summer.

The other advanced specialty courses will be developed next project year, contingent upon funding approval.

Postsecondary guidebooks will be distributed to all Texas junior colleges with Child Development departments, to the Higher Education Coordinating Board, Texas education Agency, and to 1991-1992 steering committee members. 1990-1991 steering committee members will receive a complimentary copy of the postsecondary guidebook upon request of the project director.

How to implement tech prep book To be published this summer

A "how to do it" manual on implementing a tech prep program in Early Childhood Professions at local high schools and junior colleges in Texas will be printed this summer and available through the Higher Education Coordinating Board and the project office early fall 1992.

The book will contain suggestions for implementation procedures including identification and counseling of students, sample articulation agreements, teacher qualifications, in-service suggestions, and selection of sites for high school student practicum experience.

Update

Update is written and prepared by Marilyn Harriman, Director of the 2+2 Tech Prep Child Development Curriculum Project, at Central Texas College, P.O. Box 1800, Killeen, Texas 76540-9990.

2+2
EARLY CHILDHOOD PROFESSIONS

Central Texas College

P.O. BOX 1800 KILLEEN, TEXAS 76540-9990 (817) 526-1692

News Release

Marble Falls High School's Early Childhood Professions Program Receives Best Of Texas Honor

Contact Persons: Mildred Perry Phone: 817-693-4375
Marilyn Harriman Phone: 817-526-1690

Marble Falls High School's Early Childhood Professions program will be honored by the Corporate Child Development Fund at a "Best Of Texas" reception and dinner in Austin April 5.

The CCDF is recognizing companies and institutions who provide the best of Texas in service to children and families and demonstrate innovative solutions to challenging problems facing families and communities.

Teacher Mildred Perry is piloting the first year of a four year program, 2+2 Tech Prep Child Development, designed to educate and train qualified professionals to work with young children in a variety of educational settings.

The tech prep program will be one of 60 programs featured in an annual yearbook and among 24 programs chosen to be showcased April 6 at the Best of Texas Conference, sponsored by the CCDF.

The training program addresses Texas' need for qualified early childhood professionals. The position of preschool teacher was identified as a priority occupation by the State Board of Education on March 13, and ranks third in the region for the number of annual openings in a technical occupation field.

In its second year, the project is a state model curriculum and part of a national educational movement which provides marketable skills to America's neglected majority, those students on the general high school education track, who graduate from high school with an unfocused degree plan and no marketable skills.

-More-

Coherent, sequenced academic study and training begins the junior year of high school and includes a degree plan with multiple exit points to the workplace or an option to pursue an Advanced Associate of Applied Science Degree, baccalaureate or masters degree in Child Development. While in high school 2+2 Early Childhood Professions students earn 11 college credits in Child Development.

The student must master beginning, intermediate, and advanced early childhood education competencies in performance situations with young children as well as in written tests, and must complete advanced math, advanced science, and computer literacy to be considered for an advanced A.A.S. degree.

During the first year of the high school program, students receive comprehensive instruction on the seven major areas of early childhood education. They observe children and take case study notes on individual youngsters to gain an understanding of them. Students rotate to five different early childhood settings throughout the first year of the program to enlarge their knowledge of different age groups and different kinds of settings.

During the second year of technical training students work in self-chosen two settings, one each semester, and work with children under close supervision of a site supervisor and the Early Childhood professions instructor.

Coursework is based on a 1990 survey of over 200 Texas child care directors and child development teachers who identified skills early childhood professionals need.
Survey respondents repeatedly stressed the need for training. "The child care assistant and preschool teacher who always shines in our school is the one with a combination of experience and college level early childhood education," wrote an area child care director.

Because training and pay are linked, the project is designed to increase skills and salaries of early childhood professionals.

Central Texas College Dean Robert Dunlap wrote the grant proposal for the project, citing statistics which call for attention:

.Currently more than 65% of mothers with preschool children are in the workforce.
.By the year 2000 this percentage is projected to increase to 80%.
.75% of women and 57% of men surveyed by a major corporation found it difficult to find quality childcare.
.Every year 675,000 children are abused or neglected.
.One in fine American children lives in poverty.
.13 million children live in single parent homes.
.In programs where the teacher had early childhood education and training, the children behaved more positively, were more cooperative, made greater gains on standardized tests of learning, and exhibited higher self esteem than children whose teachers had little or no training in early childhood education.

"Early Childhood Professions III and IV", the postsecondary curriculum guidebook, will be published this summer.

-End-

Central Texas College
P.O. BOX 1800 KILLEEN, TEXAS 76540-9990 (817) 526-1692

Stationery Sample

Program Evaluation

Evaluating The Program

Program evaluation is required under the guidelines for Tech Prep programs. Several on-going methods were used during the second year of the program to evaluate the initial piloting of Early Childhood Professions I:

1. Student evaluation forms
2. Parent evaluation forms
3. On-going Tech Prep instructor feedback
4. Counselor suggestions
5. Advisory committee input

Receiving feedback from students, parents, and the instructors during the first year of program piloting was critical to improving the Tech Prep program: Correcting gaps in competency sequencing, and making needed revisions took the program from the pilot stage to a refined one. Pilot program teachers gave end-of the-year reports to the advisory committee, and made suggestions for improving the program. Suggestions were noted by the project director and discussed by the advisory committee. Recommended revisions to the curriculum (e.g. Early Childhood Professions II is missing several workplace readiness competencies) were taken to the Texas Education Agency for approval.

Ultimately, of course, instructors and their students determine the success of any educational program. Success can be measured best by employer and employee satisfaction after training has been completed. As Tech Prep students graduate from programs and are tracked along the career ladder, institutions must conduct employer-satisfaction/employee satisfaction surveys to determine if program goals were and are being met.

During the education phase of the school-to-work transition, school administrators can gauge the success of a program through several time-honored criteria:

<u>Students.</u>

1. Number of students initially enrolling in program
2. Number of additional students enrolling in successive years.
3. Number of students continuing in program.
4. Number of students reaching stated objectives and competencies.

<u>Instructors</u>

1. Identified competencies, enabling objectives were taught.
2. Instructional activities were planned to teach the competencies.
3. Suggested teaching styles were effective.
4. Planned terminal performance objectives were achieved by a majority of students.

Program evaluation should also include attitudinal feedback from students, counselors, administrators, and parents of students enrolled in the program.

A statewide plan for evaluation was being appraised by the Texas tri-agency partnership when this manual went to press.

SUGGESTIONS FOR APPLICATION:

Support in developing an evaluation system is available through regional Tech Prep consortia, the National Tech Prep Network, and/or the National Tech Prep Clearinghouse of Resources. (See page 8-3)

Examples of program evaluation surveys, written for parents and students in Early Childhood Professions I & II, and adaptable to other Tech Prep programs, are shown on the following three pages.

PARENT EVALUATION
OF
EARLY CHILDHOOD PROFESSIONS I

The following statements apply to the Early Childhood Professions I course. We value your opinions as a parent. Please take a few minutes to answer these questions by checking the appropriate box.

The scale is: 1 Strongly Agree ☐ 2 Agree ☐ 3 Disagree ☐ 4 Strongly Disagree ☐

		1	2	3	4
1.	The course provided my child with job skills.	☐	☐	☐	☐
2.	The course was well organized.	☐	☐	☐	☐
3.	My child was able to complete the required activities.	☐	☐	☐	☐
4.	Transportation to field experiences was not a problem.	☐	☐	☐	☐
5.	The textbook and materials were appropriate for the course.	☐	☐	☐	☐
6.	I would recommend this course to my best friend's child.	☐	☐	☐	☐

Comments:

Things I liked best about the course.

Things I liked least about the course.

STUDENT EVALUATION
EARLY CHILDHOOD PROFESSIONS I

The following statements apply to the Early Childhood Professions I course. Please indicate your agreement or disagreement by checking the appropriate box. The following scale will be used:

1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
☐	☐	☐	☐

	1	2	3	4
1. The course presented an overview of early childhood professional preparation.	☐	☐	☐	☐
2. The content of the course enabled me to meet the competencies.	☐	☐	☐	☐
3. The course was well organized.	☐	☐	☐	☐
4. The required activities helped me to learn.	☐	☐	☐	☐
5. I was able to complete the required activities.	☐	☐	☐	☐
6. The field experiences allowed me to meet the course objectives.	☐	☐	☐	☐
7. The field experiences demonstrated quality child care as defined by NAEYC.	☐	☐	☐	☐
8. Transportation to field experiences was not a problem.	☐	☐	☐	☐
9. This course allowed adequate time to cover the material.	☐	☐	☐	☐
10. The required activities helped me to learn.	☐	☐	☐	☐
11. The course was what I expected.	☐	☐	☐	☐
12. I would recommend this course to a friend.	☐	☐	☐	☐

Student Evaluation
Early Childhood Professions
page 2

Comments:

Things I liked best about the course.

Things I liked least about the course.

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Resources

Agency For Instructional Technology
Customer Service
Box A
Bloomington, Indiana 47402-0120

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Center For Occupational Research And Development
601 Lake Air Drive
Waco, Texas 76710

Educational Resources Information Center (ERIC)
Central Office
National Institute of Education
Washington, D.C. 20208

National Tech Prep Clearinghouse Of Resources
East Central Curriculum Coordination Center
Illinois State Curriculum Center
Sangamon State University F-2
Springfield, Illinois 62794-9243

North Carolina Tech Prep Center
Richmond Community College
P.O. Box 1189
Hamlet, N. Carolina 28345